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ABSTRACT

This report, a supplement to "The Constitution and the Community: A Resource for Planning Humanities-Based Programs on the United States Constitution," describes resources for community oriented U.S. Constitution bicentennial celebration programs. Part 1 outlines basic planning procedures in terms of: (1) focusing on humanities; (2) forming planning committees; (3) identifying audiences; (4) designing programs; (5) choosing program participants; (6) obtaining project funding; (7) publicizing programs; (8) preparing programs; and (9) evaluating programs. Part 2 identifies selected projects funded by state humanities councils, while part 3 describes selected national programs and resources. Part 4 contains listings by state of state humanities councils and commissions and a list of scholars who indicated interest in participating in public bicentennial programs. Appendices include: (1) bicentennial celebration dates; (2) a U.S. constitutional history bibliography; and (3) a publicity guide for public humanities programs. (JHP)

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The Humanities and the Constitution

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Resources for Public Humanities Programs on the Bicentennial of the U.S. Constitution

A Supplement to *The Constitution and the Community*

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National Federation of State Humanities Councils

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THE HUMANITIES AND THE CONSTITUTION

Resources for Public Humanities Programs

on the

Bicentennial of the U.S. Constitution

A Supplement to The Constitution and the Community

Prepared by

The National Federation of State Humanities Councils

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The Humanities and the Constitution is published with the assistance of a contract from the National Endowment for the Humanities as part of its special initiative on the Bicentennial of the United States Constitution. This report is an extension and supplement to The Constitution and the Community: A Resource for Planning Humanities-Based Programs on the United States Constitution, published by the Federation in 1984.

State humanities councils were established in each state, the District of Columbia, Puerto Rico, and the Virgin Islands by the National Endowment for the Humanities in order to carry out programs which enable citizens of the states to understand and appreciate the humanities as resources for community life. In 1977 the state councils formed an association, now known as the National Federation of State Humanities Councils, to assist the councils to achieve their purposes through a program of publication, research, conferences, information exchange, and special projects.

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INTRODUCTION

"We owe it to ourselves to know this Constitution better because its continuing force depends on an informed public consciousness of founding principles and their ongoing relevance." This call, from the Introduction to the Federation's first (1984) guide to Constitution-related program resources, The Constitution and the Community, has lost none of its force; it is the first reason the information in this report has been collected.

The second reason was also foretold in that earlier Introduction, where it was said that "...the Bicentennial presents an excellent opportunity for both humanities scholars and citizens to strengthen one another's understanding of the Constitution." It was "to give form to that opportunity" that The Constitution and the Community was made available. This supplement is published to show how that form has taken shape since then.

The number, diversity, and quality of the programs that have been completed or started so far (spring 1986) are clear indications that the Bicentennial commemoration has already begun and, in fact, is well under way. We hope that this report will help readers take stock of the progress made to date. In providing this summary (of necessity limited in scope) of Bicentennial-related public humanities activities, we hope it will also offer a profile of what remains to be done and what directions can be taken in future Constitution-and-humanities programs.

The report begins with a brief manual on planning state humanities council-supported projects. After that, information about several kinds of resources is presented: programs completed and being planned; organizations and agencies; scholars; and, in the appendixes, a chronology of key dates in the history of the Constitution, an introductory bibliography for Constitutional history, and a publicity booklet. Different categories are used for each kind of resource: council-supported programs are listed by type of format (a subject-based cross-reference system remains a task for the future); national programs and resources are identified by the sponsoring organization; and state humanities councils, state bicentennial commissions or coordinating agencies, and scholars are listed by state.

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Introduction

Once the idea for a public humanities project is born, planning can begin. The planning process is challenging and interesting in its own right, and includes a number of important steps; with program planners in mind, some of the more basic ones are outlined below. This information should supplement, not replace, conversations with the staff of state humanities councils, who are always willing to discuss possible projects at any stage in their development. Council staff members have a wealth of information to share with the program planner about local resources, successful formats, capable scholars, and other practical knowledge gained from their experience with public humanities programs. They are skilled in interpreting their councils' distinctive grant application guidelines and the procedures with which a program planner needs to be familiar.

Focus on the Humanities

If a project is to be funded by a state humanities council, it is crucial that the humanities be central to all aspects of the project. The humanities are those branches of knowledge that traditionally have recorded human thought and creativity, explored the human condition, and interpreted human efforts to make sense of life. Fields of study in the humanities include: history, literature, philosophy, classical and modern languages, linguistics, ethics, jurisprudence, comparative religion, archaeology, history and criticism of the arts, and those aspects of the social and natural sciences that use historical or philosophical approaches.

Other sections of this guide provide examples of a number of topics and formats for projects that unite the humanities and issues related to the Bicentennial of the U.S. Constitution. These listings are by no means exhaustive, however, and program planners should consider many other possibilities. At the beginning of the planning process, imagination and creativity should be given a free rein. For instance, it may be appropriate to consider unusual audiences and/or innovative settings, such as presenting a program on the constitutional rights of the accused in a prison setting. Or a speaker on constitutional issues related to the labor movement might be effectively presented in a factory lunchroom.

Form a Planning Committee

State humanities council grants are made to nonprofit organizations or institutions, including community organizations, service clubs, professional organizations, libraries, museums, historical societies, college and universities, public radio and television stations, and other ongoing or ad hoc groups. Typically, an individual member of such a group will have originated the project idea and presented it to the group for consideration. Such an individual will usually be designated as the program director, and be primarily responsible for the project. However, this person is usually assisted in the planning and production of the project by a small working committee.

Most state humanities councils require that at least one member of this planning committee be a humanities scholar. In practical terms a humanities scholar may be defined as a person who has earned an advanced degree in one of the humanities disciplines and is professionally engaged in teaching, researching, and writing in that field. There are exceptions, of course. Individuals may teach in schools, work in museums or libraries, or be employed by government, business or industry, while conducting independent research. The primary requirement is that they be committed to a continuing process of learning and sharing knowledge. It is a good idea to check with the council staff in cases where there are any questions.

The humanities scholar advisor should be centrally involved in all phases of the project. This person can help to:

* Identify the central and supporting themes and the humanities disciplines that are relevant to a program.
* Suggest topics for discussion.
* Evaluate and help select formats that are suitable to the topic and audience.
* Interpret the resources and suggest how they can be related to community interests.
* Recommend and assist in contacting other members of the academic community to participate in the program.
* Prepare the humanities participants for their roles and responsibilities in the program.

Additional planning committee members should include individuals with skills and information important to successful attainment of the project's goals. If a program is geared to a special audience (youth, elderly, minorities, etc.), for example, it is critical to have representatives from that group involved in the planning process. Someone skilled in the details of organizing and producing programs would be of great help, as would an individual with experience in publicity or skills in graphic arts. A person with strong ties to community organizations and activities could suggest ways of securing community involvement and support.

There are also numerous groups in any community who could be approached for cosponsorship of a program. Cosponsoring agencies and institutions often bring with them fresh perspectives on the issues, an additional constituency for the program, and assistance with publicity, funding and other aspects of program development. Some community agencies and groups to consider involving in programs on the Constitution include local chapters or agencies such as:

* academic institutions
* public radio or television stations
* League of Women Voters
* 4-H Clubs
* American Association of University Women
* churches
* social service agencies
* YMCAs and YWCAs
* Association of Business and Professional Women
* parent/teacher groups
* American Civil Liberties Union

* civic and fraternal clubs (i.e. Rotary, Kiwanis, VFW, Legion Club, Citizen's League, Elks, Masons, Scottish Rite, etc.)
* DAR or SAR chapters
* professional associations
* libraries
* historical societies

Planning committees' knowledge of active organizations in their own communities will be very helpful in the process of obtaining cosponsors.

Identify the Audience

In most cases, state humanities council grants are made to programs intended for out-of-school adults. It is also expected that the program will be public in the sense that it is accessible to all who wish to attend. No one should be excluded because of race, sex, or handicap.

Within these limits, however, there is a great deal of flexibility, and program planners will need to be specific. Questions for the committee to consider might include:

* What topics are relevant to the sponsoring organization and/or the larger community?
* Who is the intended audience? Why?
* Can this topic be related to significant concerns or events or special resources in the community? If so, how?
* What kind of program will help the sponsoring organization to enlarge its sphere of service to the community?
* How will such a program increase public appreciation of the humanities?

Assessing the interests, concerns and needs of individuals in a community is most effectively done by other members of that same community. Consequently, the perceptions of planning committee members will be critical in assessing the audience and determining program topics and formats that will stimulate local interest and support.

Planning committees select appropriate formats for the actual structure of the program. If a project hopes to reach a large, diverse general audience its structure, content, publicity methods, etc. will be much different than those for a program designed for a small group with a common ethnic identity or from a particular age bracket or interest group. The number of formats and combinations of formats available to project directors is large. Other sections of this guide include many examples.

In public humanities programming it is also generally expected that the audience will have an opportunity to participate directly in the project. This participation may include, but is not limited to, panel and small-group discussions, debates, formal question and answer sessions, call-in programs and other exchanges of views and information among members of the audience, the humanities scholars, and other speakers.

Design the Program

At this point in the planning process, a planning committee must arrive at a detailed program design. The success of the design of a humanities project depends in large part on how well the project planners understand what they are trying to do, on which depends how clearly the objectives and topic are defined. Final decisions will need to be made about such matters as: the general program topic; the format of the program and what its major activities will include; the role of speakers, panelists, and discussion leaders; specific topical concerns, discussion questions to be raised, special activities to include, and the best use of a variety of other available resources including audio-visual materials, exhibits, programs guides, reading lists, and print materials. Videotaping the program for future use by other groups can also be explored. The National Resources section of this guide contains information on a variety of materials available on topics related to the Constitution.

Additionally, programs funded by state humanities councils must be balanced. That is, project activities must provide for a diversity of views and perspectives on issues, and should avoid advocacy or bias. Alternative viewpoints should be presented in such a way that the goal is comparison, analysis, and clarification of differing ideas.

The issue of scheduling will also need to be addressed. Some considerations are obvious, of course, such as avoiding major religious holidays, important community events or Super Bowl Sunday, for example. In other cases, first-hand knowledge of the community or the particular constituency involved will be critical in determining local preferences. In many communities, weekend programs are popular while in others, weekday evening events are more successful. Some times of day may be more appropriate than others for particular target audiences. The elderly, for example, might prefer an afternoon, rather than an evening, program.

It is also essential to envision how a live program will actually be carried out on the day of the event. In the early planning stages project planners should have arranged for a meeting facility of appropriate size and location and with suitable facilities and equipment. The program site should be one that is perceived to be accessible by the community and that can be made comfortable for them. Consideration should be given to the handicapped and to any special needs of the target audience.

Choose the Program Participants

The selection of the individuals who will be major participants in the humanities project is as important as any single factor in the overall success of the program. All speakers, moderators, panelists and discussion leaders must have the appropriate qualifications for their responsibilities in the project. In addition, however, the program faculty need to be able to establish rapport with the group, use language that is appropriate to the level of the audience, relate their comments to the interests of the audience, ask thought provoking questions, and deal skillfully with differences of opinion.

The Resources by State section of this guide lists a number of scholars qualified to discuss issues related to the Constitution. This list is, of course, by no means exhaustive. Program planning committee members or state humanities council staff may by aware of other possibilities, or be able to recommend particularly effective speakers. The chair of the appropriate humanities department of local colleges can also be contacted for suggestions.

When an individual is being considered as a participant the planning committee should be clear in its own mind what it expects of him or her. When the invitation to participate is offered, the expectations for that person's role must be clearly explained. He or she should be thoroughly briefed about the purpose of the project, the intended audience and their level of familiarity with the topic, and any other special aspects of the program. Whenever possible, arrangements should be made for all speakers, panelists, discussion leaders, and moderators to meet before the program to discuss how their roles fit together.

Obtain Funding for the Project

After much preliminary preparation, an actual project proposal will need to be written for submission to a state humanities council. In most instances, the project director will have had several conversations with a member of the humanities council staff, and will be familiar with the grant categories (which differ according to the size and topic of the grant), guidelines, forms, procedures, and deadlines specific to each state. (Addresses for state humanities councils are included in the State Resources section of this guide.) State council staff members are always willing to answer questions and assist with the grant writing process.

In preparing a grant proposal, program planners should be aware of a number of general funding provisions common to most humanities councils. State humanities councils ordinarily do <u>not</u> fund the following:

* research or publications intended exclusively for the scholarly community
* academic courses for credit (though course credit can sometimes be offered as an option)
* long term project staffing
* performing and creative arts as ends in themselves
* construction or restoration costs
* general administration of the sponsoring organization
* regularly scheduled events such as annual conferences
* purchase of permanent equipment
* food and beverage costs for audiences
* library or museum acquisitions
* fellowships or scholarships
* indirect costs

Recipients must also match the amount of the state humanities council grant with an equal amount of cash or in-kind contributions. Most organizations match their grants with documented contributions of volunteer time and

organizational services. If the project involves substantial funding from a state council, additional donors may be necessary. Fund raising strategies can be discussed with state council staff.

Publicize the Program

A well-organized publicity plan is essential to the success of any project. Most state councils require that an effective plan for promoting and presenting the program be described in the grant application. Many excellent programs have had limited impact because so few people have attended. Attractive, striking and informative publicity will make people want to participate. Press releases, announcements, and invitations should be sent to local groups which may be interested in the program, as well as newspapers, radio and television stations. The support of the state humanities council should be mentioned in all publicity. A publication of the National Federation of State Humanities Councils titled "Publicity: A Guide for Public Humanities Projects" is reprinted in Appendix C for reference. It includes practical information on preparing a publicity campaign, as well as a number of sample news releases and fliers.

Prepare for the Event

Preparation for the actual event involves a number of logistical details.

* Participants in the program need reminders of the program dates and times.
* Arrangements for audio-visual or amplification equipment need to be made.
* Exhibits must be set up and their safety secured.
* Necessary instructional materials must be duplicated and mailed or brought to the program site.
* The facilities need to be checked well in advance for proper seating arrangements and appropriate space for speakers, panelists and discussion leaders.

On the actual day of the program, details such as well-regulated room temperatures, lighting, and seating can make an enormous difference to the comfort level of those attending a program.

Program Evaluation

Most state humanities councils require project directors to submit an overall evaluation of the strengths and weaknesses of the project shortly after its completion. Many project directors have the audience fill out a short evaluation form at the end of the program, to assist them in assessing the project. This evaluation form should be clear and brief, and ask questions that will indicate how the audience responded to be program activites and whether subsequent programs of similar nature should be pursued.

If program objectives were clearly defined, it should not be difficult to assess the degree to which they were achieved. The overall evaluation should:

* Discuss how the participating scholars used the humanities to identify and analyze the issues at hand.
* Summarize the content of presentations made.
* Describe findings or conclusions reached or differences of opinion left unresolved.
* Judge the effectivess of each speaker.
* Comment on the quality of the discussions.
* Report the number of people in attendance.

In addition, some councils require outside evaluators to help assess the effectiveness of a program. An outside evaluator is a professional humanist not connected in any way with the project who attends the program and submits an evaluation to the state humanities council. Grant applications can allot a small sum in the budget to cover the honorarium and travel expenses for this person.

PROGRAMS FUNDED BY STATE HUMANITIES COUNCILS

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Introduction

The following projects are current examples of programs and topics related to the Bicentennial of the U.S. Constitution that are being funded or conducted by state humanities councils. This is a selective compilation of such programs; many excellent projects are not mentioned here. The examples here are grouped according to the following formats: lectures and discussions, conferences and symposia, media and exhibit development and use, publications, teacher training and curriculum development, and multi-faceted projects.

Further information on these projects is available from the state humanities council associated with the project; council addresses are located in the state resources section of this guide.

Lectures and Discussions

The National Archives Constitution Study Group, funded by the **D.C. Community Humanities Council**, is a monthly public lecture series that features an address by a prominent scholar or public figure on topics related to the U.S. Constitution. Each talk is followed by a question and answer period. Held at the National Archives Building in Washington D.C., the program was first begun in 1984, and participation has increased over time. Examples of the kinds of addresses include "The Constitution: Past, Present and Future" by James MacGregor Burns, and "The New Power of Science and Its Place in the Constitutional System" by William D. Carey, executive director of the American Association for the Advancement of Science. The Study Group project has also included a seminar series, a symposium, and outreach efforts to groups and clubs in the Washington area.

The **Hawaii Committee for the Humanities** has a **Humanities Speakers' Bureau** that provides small grants to cover the expenses of pre-selected speakers and topics. One of its current thematic areas is "Commemorating the Bicentennial of the U.S. Constitution"; four presentations are offered under this theme: "We the People...," a slide-lecture on the drafting of the Constitution and its intellectual origins; "The U.S. Constitution in the Pacific," that examines the U.S. Constitution as an influential source of democratic principles and ideals for Pacific Island peoples; "Yearning to be Free," about constitutional guarantees in the light of the American immigrant experience; and "A Model in Nation Building," about the use by Asian countries of the U.S. Constitution as a model for their governing documents and how constitutional principles can be adapted to integrate their cultural heritage and address current situations.

Legacy of Freedom: The Constitution and the Northwest Ordinance is a series of eight public lectures funded by the **Indiana Committee for the Humanities.** The lectures will be given by key humanists weekly at several locations in the Fort Wayne area, and are designed to increase public awareness, interest, and knowledge of these significant documents in American history. Each lecture will be followed by a short commentary, questions, and general discussion among speakers and audience. All

programs will be broadcast live on cable TV and videotaped for rebroadcast; several sessions will allow the home audience to phone in questions and comments.

The **Montana Committee for the Humanities** funded **The Constitution of the United States: The Social Background.** A panel of scholars of the constitutional era will present brief lectures and debate various aspects of the social background of the Constitution. During this evening program, they will discuss the values, goals, aspirations, and types of lives led by different groups of Americans during this period, and how the society they shaped had an impact on the formation of the document.

The **Ohio Humanities Council** funded **The Constitution 200 Years Later: Is It Working?** Sponsored by the University of Dayton, this lecture/discussion program involves humanities scholars from a variety of disciplines who will analyze the provisions and philosophy of constitutional government. Legal scholars will act as facilitators to encourage audience discussion of public policy issues presented in the lectures.

Civic Learning: The Challenge of the Bicentennial Decade is a series of lecture/discussion programs conducted by the University of Oklahoma with funding from the National Endowment for the Humanities. Funds from the **Oklahoma Foundation for the Humanities** covered the expenses of eight programs throughout the state. Each seminar lasts five weeks with two-hour discussion sessions scheduled one evening each week. University of Oklahoma faculty lead these seminars, each of which poses a question that calls for a new appreciation of the ways in which historical, contemporary and cultural factors combine to create our modern political world. Seminar topics include: "The Authority of Constitutions"-- what is the basis of the U.S. Constitution's authority to address the nation's basic problems?; "The Idea of America"-- what ideas have given America its unique political culture?; "The Paradox of Freedom"-- how is the meaning of freedom likely to change in our modern, technological, and urban style of life?; "Oklahoma and the U.S. Constitution"-- has Oklahoma influenced the evolution of the federal constitution?

The **Pennsylvania Humanities Council** is involved in several bicentennial lecture programs; three will be noted here. (1) A **Distinguished Lectureship on the U.S. Constitution** has been funded by private donors. These lectures will be given in May and September of 1986 and 1987 at Independence National Historical Park and will be followed by a reception and dinner. The first two lecturers are Professor Henry Steele Commager and E.L. Doctorow. (2) An all-day set of lectures will be held for members of state government, press, and principal organizations in Harrisburg on the **U.S. Constitution.** State and nationally prominent people will speak on the constitution's relation to government, business and labor, education, religion, the media, and civil rights. The program is being done under contract with the state's Historical and Museum Commission. (3) Five speakers will be available on topics related to the U.S. Constitution as part of the Pennsylvania Humanities Council's regular **Speakers Program.**

The **Pennsylvania Humanities Council** also recently completed a set of **Study Groups on the U.S. Constitution.** Thirty reading and discussion groups were conducted by professors of history, government, political science, and jurisprudence at various locations around the state. Each group met for six sessions, using as a text an anthology of readings prepared specifically for the project. The groups also had access to tapes from the telecourse "The Constitution: That Delicate Balance" funded by the Annenberg/CPB Project. (See the National Programs section of this guide for a description.) The topics for reading and discussion included: the philosophical and historical origins of the constitution; the constitutional convention: Philadelphia, May to September, 1787; the Federalist triumph and the Bill of Rights; the Supreme Court's interpretation and shaping of the Constitution in the nineteenth century; the Constitution's adaptation to twentieth-century social and economic change; the current constitutional issues and the future of the U.S. Constitution.

In 1985 the **Puerto Rico Endowment for the Humanities** awarded a grant to the School of Law of the University of Puerto Rico to develop a project titled **Past and Future of the U.S. Constitution**, focusing on the U.S. Constitution's influence on the evolution of Puerto Rican constitutional thought. Workshops and conferences will be held throughout 1986 and 1987, and a number of internationallly known scholars and jurists are expected to participate.

The **Viriginia Foundation for the Humanities and Public Policy** originally funded a planning grant for **Court Days in Virginia.** Subsequently funded by the National Endowment for the Humanities, this project sponsors forums in courthouses all over the state. The forums include lectures, panels, and discussions about the Constitution for the general public. Typically, the Institute of Government at the University of Virgina that directs the project recruits two scholars and two local lawyers or community figures (a newspaper editor or county official, for example) and puts them on a panel to discuss a given topic. The foursome is chosen to reflect different viewpoints on the issue, and the setting is always a county courthouse. The programs are also videotaped for later distribution.

The Legacy of George Mason, produced by George Mason University, is a lecture series also funded each year by the **Virginia Foundation for the Humanities and Public Policy** since 1982. The format for each series is a lecture relating the thought of George Mason and his era to the general topic; two lectures developing aspects of the topic as they have evolved at the national and state levels; and a final lecture highlighting the international impact of the issue. Past topics have included the Bill of Rights, The First Amendment, and Natural Rights. Publication of each series in book form is planned.

The **Wisconsin Humanities Committee** is itself conducting a series of lecture/discussion programs entitled **The Constitution, the Individual, and the Community.** The programs are designed to emphasize the dual purpose of the U.S. Constitution: its role in providing a plan for organizing and perpetuating a federal government, and its role in mediating between individual liberties and the needs of local, regional, and national communities. Six topics will serve as focal points for the programs as they examine the origins and evolution of American constitutional thought:

(1) federalism -- defining authority and sharing power, (2) protesting the powerless -- public order and the rights of individuals, (3) why is the 1st Amendment first?, (4) religious freedom, (5) the rights of privacy and respect for personhood, (6) the meaning of equal rights. Participating humanities scholars will give a formal presentation of 40-50 minutes followed by an hour-long period during which the scholars will conduct a discussion about the subject of the preceding presentation on a current or hypothetical case. Audience participants will be asked to imagine themselves in the position of taking an action or proposing a policy to meet a specific situation defined by the discussion leader. The programs are being offered to a wide variety of groups and organizations throughout the state.

Conferences and Symposia

The **Alabama Humanities Foundation** funded the **Hugo Black Centennial Celebration: Hugo L. Black and the Constitution, 1937-1971**, a conference organized by the University of Alabama Law Center in honor of the 100th anniversary of the Alabama Supreme Court justice's birth. The conference will include participation by distinguished jurists, journalists, and scholars, who will discuss Justice Black's unique contributions to the role of the Supreme Court in modern America and the Court's relationship to the Constitution and public affairs.

The College of Arts and Sciences and the College of Law of the University of Florida, in conjunction with the Vanderbilt University School of Law, will sponsor a major conference on **The South and the American Constitutional Tradition** in March 1987. Funded by the **Florida Endowment for the Humanities**, the conference will consist of prepared papers, a major public address, and a public seminar on various themes and issues in the history of constitutionalism in Florida and the South. Major participants have been asked to address the question of how the states and societies of the South have gone about organizing themselves under the rule of law through constitutional avenues. The conference will analyze the historical roots of: federalism, judicial power, economic development and the law, race relations, civil liberties and civil rights, and the legacy of the Confederacy.

The **Maryland Humanities Council** is planning a conference for September 13, 1986 entitled **The Annapolis Connection: Maryland and the U.S. Constitution**, designed to focus on Maryland's role as a catalyst in the constitution's creation. The morning session will have speakers, panels, and discussions focusing on Maryland on the eve of the Constitutional Convention; Maryland at the Constitutional Convention; and the ratification process in Maryland. The keynote address by former U.S. Attorney General, the Honorable Benjamin Civiletti and the "observations" on the Constitution by Columbia University Professor Emeritus Richard B. Morris will provide a broad perspective on constitutional and historical issues. The afternoon sessions, to enhance the conference's long-term impact, will have workshops on interpreting the Constitution for schools and community organizations, and on programs planned for the commemoration in general. The day's event will conclude with a tour and reception at the newly constructed Maryland Archives building.

The **Maryland Humanities Council** was also one of the sponsors of a conference organized by the National Archives Constitution Study Group, **The Constitution: Past, Present, and Future.** In March of 1985, over 300 people attended this event designed both to commemorate and to plan future commemoration activities of the U.S. Constitution. Morning lectures by James MacGregor Burns, Professor of Political Science, Williams College; Michael Kammen, Professor of American History and Culture, Cornell University; and A.E. Dick Howard, White Burkett Miller Professor of Law and Public Affairs, University of Virginia, were followed by workshops in which representatives of a large number of organizations presented their program plans for the Bicentennial.

The **New Jersey Committee for the Humanities** funded a symposium entitled **New Jersey Justices on the United States Supreme Court.** This conference, sponsored by the Seton Hall University School of Law, will focus on the contributions to constitutional development and constitutional law of four men from New Jersey who have served on the United States Supreme Court. The symposium will be offered three times in various locations. The proceedings will be published in a special issue of the Seton Hall Law Review and a videotape of the symposium will be edited for a one hour television program suitable for cable distribution. The Geraldine F. Dodge Foundation will provide funds to support the publication of pamphlets for use in secondary schools and newspaper inserts about the symposium.

Issues in Religion and Government is a project of the **North Carolina Humanities Committee.** Eight colleges in the state are offering the programs which feature four public lectures by scholars and discussion of reading materials. The anthologies used in the programs were developed by the Program in the Humanities and Human Values at the University of North Carolina as part of its 1985 project, "Church, State, and the First Amendment" funded by the National Endowment for the Humanities.

The **Ohio Humanities Council** has recently funded several conferences that address constitutional concerns. In one, Cincinnati's Center for the Study of the American Jewish Experience will be offering a seminar on **The Impact of the Constitution on American Jewish Life.** The meeting will investigate how constitutional ideas of political democracy and republican values affected and enhanced the Jewish community in America. Sections of the program will address the history of religious freedom, beginning with its provisions in the Northwest Ordinance of 1787, particularly as it relates to Jews. In addition, **"Schools and the Means of Education Shall Forever Be Encouraged:" The Development of Education in the Old Northwest, 1787-1880** is a public symposium on the past and future of higher education sponsored by Ohio University. The conference will emphasize the role of the Northwest Ordinance of 1787 in shaping America's commitment to public education, and will feature presentations by historians and state officials.

The **Puerto Rico Endowment for the Humanities** awarded a grant to the School of Law of Catholic University at Ponce, Puerto Rico, to enable it to hold several **Symposia on the U.S. Constitution** and its significance to Puerto Rico. Of particular interest was a symposium held in April of 1984 on legislative powers in the field of investigation, under both the U.S. and the Commonwealth Constitutions.

The **Virginia Foundation for the Humanities and Public Policy** funded a series of six public forums at Mary Washington College in Fredericksburg, Virginia titled **Thomas Jefferson's Statute for Religious Freedom: Historic Document in a Vibrant Present.** Conducted by the Thomas Jefferson Institute for the Study of Religious Freedom, Inc., participating scholars represented the disciplines of philosophy, law, history, sociology, American studies, biology, and religion. The keynote speaker analyzed the concept of religious freedom from the context of religious and philosophic traditions.

Media and Exhibit Development and Use

The **Alabama Humanities Foundation** and the **D.C. Humanities Council** are both assisting with funding for two sixty-minute documentary television programs entitled **Civil Rights Lawyers.** The programs are being produced by the University of Virginia's Carter G. Woodson Institute for Afro-American and African Studies and is designed to be aired over the Public Broadcasting System in 1987. In footage never before seen by the public and interviews with lawyers who had argued landmark cases, these two documentaries use eye witnesses and first-hand materials to give insight into the civil rights movement of the past fifty years and the judicial interpretations that have profoundly influenced American law and life. The first hour focuses on Charles Hamilton Houston (1895-1950) and his leadership against the "separate but equal" doctrine from 1934 up to the arguments in the 1954 Brown case. The second hour shows the legal struggle to carry out the reinterpretation of the Constitution from Brown up to the present as told by the lawyers who led the efforts. Four of the five central lawyers are associated with Howard University.

The **Alabama Humanities Foundation** is also funding **Marshall v. Davis in the Brown Cases,** a script development project being undertaken by the University of Montevallo, to research, develop, prepare, and complete a television documentary script on the history of the quest for equality under the law. The script will begin with the 1857 Dred Scott decision and continue through Plessy v. Ferguson, to Brown v. Board of Education, on whose oral arguments the documentary will focus.

The **Arizona Humanities Council** funded **The Constitution in American Life,** a ten-week discussion program cosponsored by the Pima Community College and the University of Arizona in Tucson. The opening and closing sessions of the series featured nationally prominent scholars. The other eight sessions consisted of viewing of select videotapes from the Annenberg/CPB telecourse "The Constitution: That Delicate Balance," followed by presentations by prominent local scholars who focused on relevant historical and philosophical themes and moderated audience participation.

The **Connecticut Humanities Council** has funded **Connecticut and the Constitution,** a medium-sized traveling exhibit prepared by the Connecticut State Library for circulation to libraries, historical societies, and museums by the Connecticut Humanities Council Resource Center. The exhibit and an accompanying lecture series examine Connecticut conditions and attitudes during the confederation period, the contributions of Connecticut delegates to the Philadelphia Convention, and the ratification struggle.

Promises to Keep: The United States and Nevada Constitutions is a program funded by the **Nevada Humanities Committee.** The University of Nevada will secure and broadcast portions of the Annenberg/CPB series "The Constitution: That Delicate Balance," along with special new segments on the Nevada Constitution produced by the project. This telecourse will be broadcast on public television throughout the state and on selected low-power rural stations so that ninety percent of Nevada will be reached.

The **Oregon Committee for the Humanities** funded **Liberty Under the Law, 1215 to the Present**, a touring exhibition and educational program in which the Lincoln Cathedral Magna Carta (one of the originals written in 1215) will be displayed. The project theme will be the evolution of freedom under law from 1215 to the present. The exhibit will be free at a downtown location, and will include representations of other major documents and charters. A-V programs, a guidebook, lectures, and school programs are also planned.

The **Pennsylvania Humanities Council** will be circulating the poster-panel exhibit developed by Project '87 (see lising in National Programs section) to a number of locations in the state. The project is funded by Pew Freedom Memorial Trust.

The **Utah Endowment for the Humanities**, in conjunction with KUED Channel 7, funded **The Constitution: That Delicate Balance**, a 60-minute videotape of a panel of Utah citizens and scholars discussing the topics of school prayer, gun control, and the right to assemble. The discussion was filmed to follow the national PBS series of the same name. Representatives of the following groups participated: high school civics teachers, the Freeman Institute, the League of Women Voters, members of Congregation Kol Ami and the LDS Church, the Salt Lake Ministerial Association, the Society of Professional Journalists, Military Science faculty from the University of Utah, and the Utah Bar Association.

Publications

The **Pennsylvania Humanities Council** has undertaken the production of two 16-page supplements on the U.S. Constitution by the Philadelphia Inquirer in May and September of 1987. Funded by the Pew Freedom Memorial Trust, the first supplement will deal with the background, convention, document and bill of rights; the second with developments in the nineteenth and twentieth centuries and current issues. It is expected that the supplements will be reprinted by other Pennsylvania newspapers.

The Miracle of Virginia is a recently-published book resulting from a project by the same name previously funded by the **Virginia Foundation for the Humanities and Public Policy.** The publication contains the speech of scholar Dumas Malone, Biographer of Jefferson, University of Virginia, and other papers delivered at the symposium. It is currently being distributed to the general public.

Teacher Training and Curriculum Development

The **Connecticut Humanities Council**, through an application to the State Department of Education, will itself administer six week-long **Teachers' Institutes on the U.S. Constitution** in the summer of 1986. Conducted by Constitutional historians, the intent of these short sessions is to provide an introduction to current research on the major issues of the period and to assist teachers in selecting useful classroom materials and texts.

Understanding the Constitution: A Program for Secondary Teachers, funded by the **Florida Endowment for the Humanities**, will be offered to social studies teachers in several counties in the state. The project will present a systematic and rigorous body of materials designed to make teachers more learned in the subject of American constitutionalism, the rule of law, and the basic principles on which our system of government is based. Originally a project of the History Teaching Alliance, the project's goals are to improve the quality of the social studies curriculum in the public schools, to raise teacher morale by exposing teachers to a challenging and rigorous program in which they are treated as fellow professionals, and to open permanent lines of exchange between public school and university teachers. Participants read actual cases, journal articles and books examining crucial constitutional questions, and hear presentations from guests including federal and local judges, and a congressman.

The Bicentennials of '87 and Citizenship Education in Indiana is a project funded by the **Indiana Committee for the Humanities.** Conducted by Indiana University, the project consists of a symposium and a series of seven roundtable forums. The symposium took place in April 1985 in Muncie. Key humanists were involved as major speakers, reactors to the major speakers, and discussion leaders. Participants in the symposium were secondary school teachers of history, civics, and government and selected representatives of civic groups in Indiana. Following the symposium, seven roundtable forums will be held in different regions of Indiana. These meetings will provide teachers, community leaders, and humanists with opportunities to exchange ideas about the Constitution, the Northwest Ordinance, and citizenship education in the curricula of Indiana schools. The main question of the meetings will be: "What principles, values, and issues of our constitutional heritage should be emphasized in the education of citizens?"

The **Kentucky Humanities Council** funded a series of seven **U.S. Constitution Seminars for Teachers.** Each of the 3-day seminars will be led by a humanities scholar who will provide historical background on the Constitution and work with the teachers to develop ideas for curriculum materials. The seminars, organized by the Kentucky Department of Education, will also include a keynote address (open to the public) by a judge or attorney and working sessions with attorneys and law professors. Participating teachers will be encouraged to serve as community resource persons and to conduct in-service workshops. Materials developed in the seminars will be widely distributed to insure that the project will have state-wide impact.

The Making of the Constitution of the United States, a project funded by the **Louisiana Endowment for the Humanities**, is a four-week summer institute for high school teachers sponsored by Tulane University. Its emphasis will be a detailed study of James Madison's minutes of the Federal Convention with consideration of the polemic literature, pro and con, that arose from the ratification debate.

Maryland and the Making of the U.S. Constitution, a project sponsored by South River High School, was funded by the **Maryland Humanities Council**. This two-day seminar and field trip involved 80 students in readings, a lecture, and a seminar discussion, followed by a field trip to the National Archives. Students had received preparatory materials in advance of this trip and were "debriefed" following the program.

The Bill of Rights in Nebraska is a project supporting the development of new law-related Bill of Rights curricula for four grade levels: primary, intermediate, junior, and senior high school. Funded by the **Nebraska Committee for the Humanities**, six regional conferences brought together community leaders, lawyers, and teachers who were acquainted with the curriculum units and how they relate to the Constitution Bicentennial. In the summer of 1985, teacher-training workshops were held at five sites; training for additional teachers is planned for the next several years. Under the new curricula, junior and senior high programs consider issues such as freedom of expression, fair trial, and free press, and students participate in mock courts and debates. Younger students will focus on the concepts of power, justice, property, and equality and use dramatization to render these abstract concepts more understandable.

New Jersey and the Constitution is a 4-week summer seminar for high school teachers funded by the **New Jersey Committee for the Humanities** that will concentrate on substance rather than teaching methods. Each week will highlight the contribution of one of the four men from New Jersey who have been Justices of the Supreme Court. The intention is to use these justices in order to illustrate the development of the United States Constitution and of American political thought. Each week will, consequently, have two aspects: (1) a discussion of the political context--the ideas, issues and conflicts that shaped American political life and thought during the Justice's career, and (2) an examination of the individual Justice's doctrines and opinions, especially as demonstrated in his most important writings and opinions. This section of the week will include a critical and close analysis of at least one major opinion and will include a guest lecturer to discuss the impact of the Justice's teaching on American jurisprudence.

The **Pennsylvania Humanities Council**, with funding from the Pew Freedom Memorial Trust, will circulate 10,000 copies of **Poster Drawings** of principal members of the Constitutional Convention by the noted American artist, Leonard Baskin, to Pennsylvania schools. The packet will include drawings, captions, and curricular materials.

The **Utah Endowment for the Humanities** funded **Teaching the U.S. Constitution**, a one-day workshop for teachers from both elementary and secondary schools. Its purposes were to bring the most recent scholarship

concerning the Constitution to the attention of the teachers and to help them to improve their teaching skills concerning the document.

Teaching About the U.S. Constitution in Secondary Schools, also funded by the **Utah Endowment for the Humanities**, was a two-day conference designed to bring together scholars, master teachers, and Utah secondary education teachers to discuss ways of more effectively teaching about the U.S. Constitution in Utah schools. The conference was designed to follow up on a three-day seminar on constitutional history held at Brigham Young University and sponsored by the National Endowment for the Humanities. Nationally known scholars focused on materials, ideas, strategies, and activities teachers can use in the classroom to promote student efforts to understand the Constitution.

Multi-faceted Projects

The **Kansas Committee for the Humanities** has funded a project co-sponsored by the High Plains Humanities Council and KANZ Radio titled **Bicentennial of the Constitution.** The program includes radio programs, a newspaper series, town meetings, and regional forums. Scholars in classics/religion, history, and jurisprudence will probe the religious and classical roots of the Constitution, its impact on other societies, contemporary issues and the possibility of a new Constitutional Convention, and strains placed on the Bill of Rights.

Nebraska Project '87, funded by the **Nebraska Committee for the Humanities**, will involve the members and communities of twenty-five home extension clubs or councils throughout the state in an intensive study of constitutional issues through a series of exhibits, lectures, and study/discussion groups. The poster-panel exhibits developed by the national Project '87 will be placed in public buildings in the communities for viewing during the three-year Bicentennial celebration. In fifteen communities, Nebraska scholars of history, political science, government, jurisprudence, literature, and philosophy will give presentations and lead discussions on Constitutional themes ranging from the historical background of the document to the concept of federalism. In ten other communities, extension club members and their guests will use a book of readings on topics ranging from the philosophic origins of the Constitution to its adaptation to twentieth century society to explore constitutional issues in depth with the assistance of a qualified scholar.

New England and the Constitution is a three-format, joint project of the six New England state humanities councils organized under the umbrella of the **New England Humanities Committee** examining the adoption and ratification of the Constitution from a New England perspective. Program formats include a seven-program book discussion series in libraries, performance/discussions of a play high-lighting major issues of the constitutional period commissioned by the New England Humanities Committee under a grant from the National Endowment for the Humanities, and a series of performances/discussions of eighteenth century New England music which examine the use of song as a political vehicle.

The **Nebraska Committee for the Humanities** has also funded **The Celebration of the Bicentennial of the U.S. Constitution**, a two-phase program involving a major conference on the past, present, and future status of the Constitution and follow-up study/discussion groups in local communities. Opinion leaders from communities throughout Nebraska will attend the conference which will feature addresses by constitutional experts. A study guide based upon the major constitutional themes addressed at the conference and including the texts of the papers and supplementary bibliography will be prepared for use by local study/discussion groups. Included in the conference and discussion guide themes are: The Changing American Value System -- What is Still Vital in the Thought of the Founding Fathers; Federalism -- Its Purpose, Current Status, and Future Prospects; The Balancing of Powers -- Executive, Legislative, Judicial Roles in a Changing World; The First Amendment -- Evolving Conceptions of Freedom of Speech and Press; Civil Rights -- Equality of Opportunity or Equality of Results?; To "Insure Domestic Tranquility" -- Reconciling Law and Order.

After the Revolution: New Hampshire and the New Nation is funded by the **New Hampshire Council for the Humanities.** The project's research phase began with a one-day symposium in which scholars discussed their sources and methods; site historians then worked with local historical societies, teachers, and interested public to examine the politics, daily life and culture of six New Hampshire towns during the constitutional era. Informal reports and a final formal presentation of these six community/regional studies were prepared by project historians. This research will then be used in the public phase of the project, which consists of three major components: (1) an exhibition using documentary and visual materials on New Hampshire in the constitutional era, with an accompanying brochure, (2) a dramatization which explores the diverse experiences and views brought to the ratification process by the people of New Hampshire, and (3) a speakers bureau involving site historians and consultants who will be available to give lectures to elaborate on the themes presented by the exhibition and dramatization.

With the assistance of funding from the National Endowment for the Humanities, the **Ohio Humanities Council**, in cooperation with the Ohio Historical Society, conducted research, designed and produced a twelve-panel exhibit on the **Northwest Ordinance of 1787.** A public forum with participation by Council members and humanities scholars was held at the Ohio Historical Center at the opening of the exhibit in December 1985. The exhibit was displayed at the Ohio Historical Center for one month and subsequently at ten sites throughout the state for approximately one month at each site. Mini-grants have been awarded to host organizations where the exhibit will be displayed to assist them in holding a public humanities program in conjunction with the exhibit. Humanities scholars will make presentations at these programs on topics related to the Northwest Ordinance and engage in dialogue with the audience. Special attention has been given to developing programs with extensive audience participation. An extensive disussion guide was also developed to accompany the exhibit.

The **Statute for Religious Freedom** is a project undertaken by the **Virginia Foundation for the Humanities and Public Policy**, with funds from the National Endowment for the Humanities. The project includes a major scholarly symposium, a publication, and a range of public programs throughout the state on the role of Virginia in shaping America's attitudes toward church and state and on current issues of religious freedom. The governor of the state designated the project as the official Virginia commemoration of the Statute. A scholarly conference coordinated by Merrill Peterson, Dean of Arts and Sciences, University of Virginia, will be held on September 19-21, 1986. In December, a special commemoration ceremony will be led by Governor Robb at the Capitol in Richmond and on January 16, 1986, a conference will be held in Fredericksburg, adoption site of the statute. In addition to these events, the Virginia Foundation for the Humanities' Resource Center has organized a speakers bureau on issues of religious freedom.

Today's Constitution and You is cosponsored by a number of groups in Washington State, including the **Washington Commission for the Humanities**, the YMCA, the State Bar Association, area law schools and judicial associations. It is a five-year, statewide public education project, the goal of which is to educate the citizens of Washington on the content and meaning of the United States Constitution. The project involves a comprehensive set of humanities programs organized for school and community audiences. Four themes identified by the project as central to an understanding of the historical development and present status of the Constitution include the tradition of written constitutions, checks and balances, the balance between state and federal authority, and individual rights. The Washington Commission for the Humanities is currently funding four elements of this project: (1) the development of a collection of constitutional readings and a bibliography by project scholars; (2) distribution of this collection to libraries and persons involved in the Constitutional Bicentennial; (3) employment of the collection in the context of reading groups on the Constitution led by scholars; and (4) work with scholars and libraries to strengthen the content and display of materials relating to the Constitution.

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Introduction

As the bicentennial year approaches, many programs, projects and plans are being developed around the country to commemorate the beginnings of the third century of the U.S. Constitution. The number of such activities is so great that a list of all such programs is far beyond the scope of this guide. The items in this section were chosen because of their particular usefulness in planning public humanities programs and because their scope is national. For example, research projects and publications designed explicitly for the scholarly community are not included here, and neither are programs which while major in scale, are basically local or regional in scope.

For further information on projects not listed here, contact Project '87, the National Endowment for the Humanities, the United States Constitutional Bicentennial, the Federal Bicentennial Commission, or the Congressional Research Service (see individual listings below for addresses and telephone numbers). Each of these agencies maintains extensive listings on Bicentennial events; much of the information in this section was compiled from materials prepared by these agencies.

American Bar Association
Robert S. Peck
ABA Commission on Public Understanding
About the Law
750 North Lake Shore Drive
Chicago, Illinois 60611
312-988-5728

The American Bar Association, through its Commission on Public Understanding About the Law and in conjunction with KQED-TV San Francisco, has undertaken a multi-faceted project entitled "We The People" designed to recount the story of the Constitution and its role in contemporary American life. Additional organizations sponsoring the project include the American Library Association, the American Newspaper Publishers Association Foundation, the American Society of Newspaper Editors, the National Association of Bar Executives, the National Association of Broadcasters, the American Association of Adult and Continuing Education, the American Association of Community and Junior Colleges, the National Community Education Association, the Society of Professional Journalists, Sigma Delta Chi, and the Office of Smithsonian Symposia and Seminars, Smithsonian Institution. Many other organizations are co-sponsoring portions of the project, and funding is provided, in part, by the National Endowment for the Humanities.

Project components include:

1) A series of eight hour-long television programs to be broadcast over the PBS network. All project components will revolve around the topics selected for these television programs: (a) Why a Constitution?; (b)

Governing a Nation; (c) Judicial Power; (d) Expression and the Political Process; (e) Self-expression and Freedom of Conscience; (f) Equality Under the Constitution; (g) Rights of the Accused; (h) Autonomy and Economic Freedom.

2) Thirteen half-hour weekly radio programs will be broadcast on National Public Radio, along with 50 five-minute segments. Discussion and resource guides will enable teachers to use them in elementary, secondary, and college classes.

3) A series of community-based forums to be held throughout the United States to allow the public to participate in discussions of issues related to the constitution. Each participating locality will be able to choose from four basic forum models, designed to ensure that local needs, resources and abilities are best utilized. A discussion leaders' guide will outline the following models:

a. A mock legislative hearing--a mock town council meeting where four resolutions with First Amendment dimensions are introduced, council members hear testimony from "witnesses," the audience gives their views, and a legal counsel to the town council reviews the state law.

b. A town hall meeting--a moderator and expert guests present constitutional questions in a human context, outlining pertinent historic and social influences, then the audience questions and responds and a socratic dialogue ensues.

c. A mock trial--the audience witnesses issues presented in a "courtroom trial" designed to raise all relevant questions and present intensive advocacy from both sides of the issues; the audience acts as jurors.

d. A debate--followed by audience questions and discussion.

4) A series of eight newspaper special sections for placement in Sunday newspaper editions, designed to coincide with the eight television boradcasts during 1987, distributed by the American Newspaper Publishers Association Foundation to all newspapers in the United States.

5) A series of publications to assist forum organizers, educators and others in making full use of the materials developed for the project, and a mass-market publication as a companion to the television series.

6) A series of training workshops and conferences for youth education, to prepare upper elementary and secondary school teachers for the constitutional bicentennial through the use of project materials.

7) A symposium entitled "Our Constitutional Roots" will be held at the Smithsonian Institution in May 1987. Segments will be tailored for secondary school students, as well as advanced scholars and the serious, wider lay public. The symposium will be preserved in two publications.

In the fall of 1984, the American Bar Association also cosponsored a special issue of National Forum, the Phi Kappa Phi journal. The issue, entitled "Toward the Bicentennial of the Constitution," was guest edited by Mark W. Cannon, who is now the staff director of the Federal Bicentennial Commission. The journal contains seventeen articles by prominent scholars and public leaders on the historical background and consequences of the Constitution, the institutional roles of the three branches of government, and the importance of constitutional issues to contemporary American politics and society. Authors include Warren Burger on the origins of judicial review, Gordon Wood on the intellectual origins of the Constitution, Richard Morris on the drafting and ratifying process, Walter Berns on the notion of a "living Constitution," and Ronald Reagan on roles and responsibilities of the Presidency. Individual copies are available at no charge from Stacy Smith, Presidential Classroom for Young Americans, 441 North Lee Street, Alexandria, Virginia 22314.

American Enterprise Institute for Public Policy Research
Art Kaufman, Assistant Director of
Constitutional Studies
1150 Seventeenth Street, N.W.
Washington, D.C. 20036
202-892-5800

The American Enterprise Institute's project "A Decade of Study of the Constitution" includes many components. Annual conferences on fundamental constitutional questions have been held since the project began in 1978, a total of three international conferences on different aspects of constitutionalism will be held, ten volumes of essays for use in undergraduate and graduate study are being published, and a series of television forums on current controversies stemming from constitutional issues are being produced.

The public policy television forums, partially funded by the National Endowment for the Humanities, consist of a panel discussion followed by questions and answers from the invited audience. Topics produced thus far have included:

* A Constitutional Convention: How Well Would It Work?
* Choosing Presidential Candidates: How Good Is the New Way?
* How Long Should They Serve? Limiting Terms for the President and Congress
* President vs. Congress: Does the Separation of Powers Still Work?
* Whom Do Judges Represent?
* War Powers and the Constitution
* Religion and the Constitution
* Forming a Government under the Constitution
* Affirmative Action and the Constitution

Panelists for these programs were chosen for their expert knowledge and to represent major opposing positions. Video and audio tapes of these forums are available at no charge to commercial and noncommercial television, cable, and radio stations nationwide.

American Radio Service
Marc Lipsitz
Project Director
American Studies Center
426 C Street, N.E.
Washington, DC 20003
202-547-9409

The American Radio Service is a Washington-based news and public affairs radio service that has received scripting funds from the National Endowment for the Humanities to develop eighty-eight three-minute radio programs. These radio spots will be broadcast daily over commercial radio during the bicentennial anniversary of the Constitutional convention, May 25 through September 17, 1987. Envisioned is a historically accurate and entertaining dramatization of the Convention proceedings presented in reports from "a news correspondent on the convention floor," and supplemented with commentary and analysis of the historical, legal, political, and social issues at work in the shaping of the Constitution.

Annenberg/CPB Project
Lynn Smith, Coordinator
Public Programs
1111 Sixteenth Street N.W.
Washington, DC 20036
202-955-5267

In 1984, the Annenberg/CPB Project funded "The Constitution: That Delicate Balance," a series of thirteen one-hour programs produced by the Media and Society Seminars of Columbia University in association with WNET/New York and WTTW/Chicago. The series examines the Constitution by bringing together over 200 representatives of government, law, journalism, education, and medicine in a series of seminars. These panelists respond to hypothetical dilemmas which reflect current issues; behind each hypothetical case is a specific constitutional clause and the question of its real meaning. Program topics include:

* The President Versus Congress: Executive Privilege and Delegation of Power
* The President Versus Congress: War Powers and Covert Action
* Nomination, Election, and Succession of the President
* Criminal Justice and a Defendant's Right to a Fair Trial
* Crime and Insanity

* Crime and Punishments
* Campaign Spending: Money and Media
* National Security and Freedom of the Press
* School Prayer, Gun Control,and the Right to Assemble
* The Sovereign Self: Right to Live, Right to Die
* Immigration Reform
* Affirmative Action versus Reverse Discrimination
* Federalism: The National Government versus the States

The program was first broadcast nationally on PBS stations in 1984. Discussion guides are available and copies of the series are available for purchase; several anthologies are also being published to accompany the series.

Claremont Institute for the Study of Statesmanship and Political Philosophy
Ken Masugi, Director
Bicentennial Project
Claremont Institute
480 N. Indian Hill Boulevard
Claremont, California 91711
714-621-6825

The Claremont Institute's project Novus Ordo Seclorum ("A New Order of the Ages") is a National Endowment for the Humanities-supported program of conferences, publications, media programs, exhibits and lectures devoted to examining and elucidating the fundamental principles of American constitutionalism. The project emphases are on seminal scholarship and public education.

Conferences held thus far have included: "Democracy in America: Alexis de Tocqueville Observes the New Order," and "The Old Order Ends: The New American Emerges," which involved a disucssion of the Founders' views of the relationship between moral character and political life. Also underway is a lecture series that so far has included Merrill Peterson of the University of Virginia on the topic "Thomas Jefferson and Constitutional Change" and Edward C. Banfield, Markham Professor of Government at Harvard University, addressing "Alexis de Tocqueville: The Picture Without the Frame." An additional conference on the topic "What Constitution Have I? Freemen and Immigrants Under the New Order" is being planned for February of 1987.

The Claremont Institute is publishing an annual series of bicentennial essays and books based on original scholarship presented at the project's annual conferences. Claremont also publishes a citizens' handbook containing the Constitution, Declaration of Independence, and the reflections of various American statesmen and notables.

Committee on the Constitutional System
Peter Schauffler
1755 Massachusetts Avenue N.W.
Suite 410
Washington, DC 20036
202-387-8787

The Committee on the Constitutional System began in mid-1982 to examine the Constitutional system's ability to operate in today's complex world. The nonpartisan group is co-chaired by Senator Nancy Landon Kassebaum of Kansas, C. Douglas Dillon, Undersecretary of State for President Eisenhower and Secretary of the Treasury under President Kennedy, and Lloyd N. Cutler, Counsel to the President during the Carter Admnistration. James MacGregor Burns, Woodrow Wilson professor of political science at Williams College, is the founding member of the committee.

The committee is evaluating suggestions on possible changes in political party rules, congressional organization, and the distribution of executive and legislative power under the Constitution. Possible changes that might require legislation or constitutional amendment are being analyzed by James Sundquist, senior fellow, The Brookings Institution. Plans for a comprehensive workbook bringing together the basic papers on the subject, ranging from the original constitutional debates and The Federalist papers to the views of current scholars and experiences of other countries, is currently underway.

The committee also plans a series of regional and national meetings to discuss and refine its conclusions. By the fall of 1987 the Committee envisions a final national meeting to agree on formal conclusions and possible recommendations for amendments to the U.S. Constitution which it may then submit to Congress.

Congressional Research Service
Roger H. Davidson, Senior Specialist
Library of Congress
Washington, DC 20540
202-287-5700

The Congressional Research Service (CRS) of the Library of Congress has established an Interdivisional Team on the Bicentennials of the Constitution and of the Congress. The team includes specialists in the fields of American Public Law, Social Welfare, American National Government and Public Administration. Objectives of the team are: (1) to gather and exchange information on bicentennial plans as they emerge; and (2) to coordinate internal research in support of congressional bicentennial programs. A packet of background information and a bibliography is readily available to members of Congress. CRS reports on "Selected Bicentennial Celebrations Commemorating the 200th Anniveraries of the U.S. Constitution and of the U.S. Congress" are also published periodically.

The Congressional Research Service is not able to answer either mail or phone inquiries from the general public about its research topics; all requests for its services must come from Congressional offices.

Convention II, Inc.
National Headquarters
P.O. Box 44086
Washington, DC 20026
202-544-1789

The eleven-year-old Convention II organization includes more than 100 members of Congress on its Founders Committee, and operates three major programs to educate young people about the Constitution and American government.

The first of these programs is an annual model constitutional convention in which high school students serve as Delegates to Convention II, proposing and debating constitutional amendments in chambers of the U.S. Senate and House of Representatives.

In conjunction with the Senate Judiciary Committee's Subcommittee on the Constitution, Convention II sponsors an essay contest for high school students.

An intern program brings high school and college students to Washington during the summer to assist in fundraising, and contribute to the planning and development of Convention II programs.

Federal Commission on the Bicentennial of the U.S. Constitution
Mark Cannon, Staff Director
734 Jackson Place, N.W.
Washington, DC 20503
202-872-1787

On September 29, 1983, President Reagan signed legislation establishing a Commission on the Bicentennial of the United States Constitution with a mandate "to promote and coodinate activities" for the Constitution's commemoration. The President designated Chief Justice Warren E. Burger as Chairman of the Commission, and twenty members of the Commission were sworn in by Vice President Bush on July 30, 1985.

The commission issued its first report on September 17, 1985, which outlines its organization and a three-phase framework for the commemoration. 1987 will commemorate the drafting of the document, leading up to a special celebration on September 17, 1987, the anniversary of the Constitution's adoption by the Convention. 1988 will focus on the ratification contest, and 1989 on the establishment of the new government.

The commission is urging the appointment of a Constitution Commemoration Commission in every state. (See the state resources section of this guide for those currently established.) Private organizations are being encouraged to plan bicentennial commemorations.

The report included a provisional list of activities the commission expects to undertake, including the establishment of a toll-free number for information about bicentennial programs; a calendar showing a schedule of bicentennial events; a speakers' bureau; contest activities (i.e. play-writing, essay, debate, newspaper articles, fine arts) for school groups; and planting of Constitution trees. The commission is also investigating a number of projects in the media and in the arts.

History Teaching Alliance
Deborah Welch, Project Director
American Historical Association
400 A Street, S.E.
Washington, DC 20003
202-544-2422

The History Teaching Alliance is a joint enterprise of the American Historical Association, the National Council for the Social Studies, and the Organization of American Historians. Its goals are two-fold. First, the Alliance seeks to encourage better history instruction in secondary schools by bringing faculty and teachers into a sustained dialogue. Second, the seminars are intended to cement ties of mutual respect and understanding between history faculties and high school history teachers. The seminar model begins with a two-week summer session, and subsequent meetings are held at three-week intervals throughout the academic year. The core materials for the 1986 and 1987 seminars are Lessons on the Constitution produced under the auspices of Project '87 (see listing in this section). Applications for the establishment of collaboratives from school districts and university and college history departments are encouraged.

Independence National Historical Park
Hobart G. Cawood, Superintendent
United States Department of the Interior
311-313 Walnut Street
Philadelphia, Pennsylvania 19106
215-597-6106

Plans for the commemoration of the Constitution Bicentennial at this site of the Constitutional Convention are many and varied. Hobart G. Cawood, Park Superintendent, is also the Chairman of "We the People 200," a committee appointed by W. Wilson Goode, the Mayor of Philadelphia, and charged with coordinating events in and emanating from Philadelphia during the Bicentennial year. A large number of events, festivities, and ceremonies are planned, including a Grand Federal Procession and Closing Ceremonies on Constitution Day, September 17, 1987.

Other plans include "Miracle at Philadelphia," a major exhibit featuring documents of the constitutional era. It will be displayed in the Second Bank of the United States, one of the Park's principal buildings. The exhibit is cosponsored by the American Philosophical Society, the Historical Society of Pennsylvania, the Library Company of Philadelphia, and is being coordinated by the Friends of Independence National Historical Park.

"The Great Fabric of America" is an exhibit that will feature interactive computers to challenge visitors to find out how much they know or do not know about the Constitution. The exhibit will be located in the Park's Visitor Center and will address the nineteenth- and twentieth-century evolution of the Constitution and constitutional law.

A "Bicentennial Daybook" will summarize Constitution-related activities during each day of the year 1787. Associated Press has agreed to distribute this information daily in 1987 through its wire services.

Other research projects include a comprehensive computerized bibliography of works about the Constitutional Convention and its participants and a National Historical Landmark Theme Study to identify sites associated with Federal Court decisions that were significant in defining and interpreting the Constitution.

A number of other projects are planned, including an interpretive musical drama, "Five Little Pages," that is being developed for performance nationwide; the development of commemorative posters by noted artists; printing of the "Framing of the Federation Constitution," a popular Park Service Handbook; and the distribution of copies of the Constitution in booklet form to Park visitors in 1987.

The Jefferson Foundation
Dick Merriman, Executive Director
1529 18th Street, N.W.
Washington, DC 20036
202-234-3688

The Jefferson Foundation, a nonprofit, nonadvocacy organization, has developed a program called "The Jefferson Meeting on the Constitution" designed to increase citizens' understanding of the Constitution by involving them in discussions of issues related to constitutional change. Jefferson Meetings foster discussion, first in issue committees and then in a general session, of (1) Article V and constitutional amendment by convention; (2) the single, six-year, presidential term; (3) the item and legislative vetoes; (4) establishing terms of office for the federal judiciary and altering the manner by which federal judges are selected; (5) lengthening terms of office of Representatives; and (6) direct election of the President.

Discussion guides are available on each of the issues listed, which provide a balanced "pro and con" treatment of a proposed constitutional change, and relates the proposed change to the intentions of the founders and the challenges of contemporary government. These guides are available at low cost to individuals and groups. Two additional publications, "The Jefferson Meeting on the Constitution: The Constitution in the Classroom, A Guide for Teachers," and "The Jefferson Meeting on the Constitution: The Constitution in the Community, A Guide for Communities," designed to be used in conjunction with the discussion guides on constitutional issues, will allow schools and communities across the country to organize and execute their own Jefferson Meetings of the Constitution.

National Archives
Timothy Walch
Constitution Bicentennial Liaison
Washington, DC 20408
202-523-3216

More than two dozen programs, projects, and special events are being planned by the National Archives, the repository of the original copy of the Constitution. These events include public readings of the Constitution and an eighty-seven-hour vigil to honor the Constitution which will end with a naturalization ceremony.

An exhibit entitled "The Formation of the Constitution," a collection of historical documents relating to the U.S. Constitution, will be housed in the Rotunda of the National Archives Building. A second major exhibit on constitutional issues will open in the circular gallery that surrounds the Rotunda. Other exhibits planned include: special bicentennial exhibits in the National Archives Centers around the country and a facsimile of the "Formation of the Constitution" exhibit for sale to the public.

The National Archives is also sponsoring several conferences and symposia on selected constitutional issues and is producing a number of publications, including a facsimile reprint of the Constitution and a teaching documentary unit for use by secondary schools.

National Center for Constitutional Studies
P.O. Box 37110
Washington, DC 20013
202-371-0008

The National Center for Constitutional Studies is a private, nonprofit educational foundation created to provide text materials and specialized courses in constitutional studies for schools, public officials and others. The center seeks to promote a renewed appreciation for the constitutional system and fundamental principals of liberty. To do so, the Center has

published a constitutional textbook, The Making of America and also offers a monthly magazine called The Constitution. Its bicentennial program includes a series of booklets with suggestions for celebrating the bicentennial, legislative and leadership conferences, production of audio and video tapes for broadcast and use in schools, publication of a set of biographies about key figures in America's past, patriotic games, coloring books and story books, a speakers' bureau, and an educational game for teaching about the Constitution.

National Endowment for the Humanities
Joseph Phalen, Senior Program Officer
Office of the Bicentennial of the
U.S. Constitution
Room 504
1100 Pennsylvania Avenue, N.W.
Washington, D.C. 20506
202-786-0332

The National Endowment for the Humanities (NEH) is actively involved in the nation's commemoration of the Bicentennial of the Constitution. Many of the programs listed in this guide are at least partially funded by the NEH. This anniversary is felt to provide a singular occasion for encouraging renewed scholarly interest in, and public reflection about, the principles and foundations of constitutional government. Consequently, the NEH has initiated a number of new categories within each of its regular grant-making divisions to promote the study and public appreciation of the history and principles of the Constitution.

Topics of special interest to the NEH include the following, though proposals from all fields of the humanities are welcome: (1) history of the founding period, (2) constitutional principles; (3) the United States Constitution and the world; (4) individual rights; (5) the character of democracy; (6) American federalism; (7) political institutions; and (8) constitutional interpretation.

Following is a brief description of the types of projects being considered by each of the Endowment's divisions. Questions about the appropriate division to which a particular application should be submitted and deadlines for submitting applications can be directed to the above address.

Division of Fellowships and Seminars. Offering a special competition for a number of Constitutional Fellowships, which provide stipends for full-time study and research.

Division of Research Programs. Provides support for long-term and collaborative projects in the humanities, major research conferences, preparation of reference works and editions, organization of research materials and assistance with publication expenses.

Division of Education Programs. Supports a wide variety of humanities education projects at all levels of instruction, public and private. The division is particularly seeking proposals from scholars for conducting institutes for secondary school teachers on teaching the history and principles of the Constitution and the nature of constitutional government.

Division of General Programs. Seeks to transmit significant work in humanities disciplines to wide audiences, and to deepen the public's understanding of the humanities through radio and television programming, interpretive exhibitions, lectures, conferences, and publications. For the bicentennial the division encourages major efforts to educate the general public on all facets of the history, principles, and nature of the American constitutional experience.

Office of Preservation. Supports projects that address the physical deterioration of humanities resources, i.e. books, journals, newspapers, manuscripts, documents, maps, drawings, plans, photographs, film, and tapes. Though only a small fraction of these materials that are at risk can be saved, those related to the Constitution would be of a high priority.

Office of Challenge Grants. Welcomes applications from institutions and organizations devoted to the study of the humanities aspects of constitutionalism. The division offers challenge grants to such institutions to increase their financial stability, encourage long-range planning, and promote a diverse and continuing base of support.

Division of State Programs. State humanities councils in the fifty states, the District of Columbia, Puerto Rico, and the Virgin Islands award grants to institutions and organizations within each state according to guidelines and application deadlines determined by each council. Most grants are made for the purpose of promoting public understanding and appreciation of the humanities. Addresses of state humanities councils are provided in the state resources section of this guide.

National Radio Theatre
Yuri Rasovsky, Producer
600 North McClurg Court
Suite 502-a
Chicago, Illinois 60611
312-751-1625

The National Radio Theatre, with the assistance of a grant from the National Endowment for the Humanities, is producing "Dateline 1787," a series of thirteen 30-minute radio programs on the Constitutional Convention of 1787. The series is based on the premise that a five-person news crew from the twentieth-century travels to eighteenth-century Philadelphia and sets up a broadcast booth in Independence Hall to cover

the Convention. Each program of the series, to be broadcast in 1987, will cover the Convention events and issues of the preceeding week, and will use devices such as "interviews" with key delegates, reproduction of floor debate, discussion between commentators, and others. The series will be offered free to all public radio stations and will be available on cassette to schools and libraries.

National Society of Daughters of the American Revolution
Mrs. Walter Hughey King, President General
1776 D Street, N.W.
Washington, DC 20006
202-628-1776

Every year more than three thousand DAR chapters plan activities for and promote Constitution week, September 17-23. Among these activities, chapters disseminate patriotic literature, spot announcements for radio, television, schools and newspapers, commemorative medals and pins, posters, and displays. Local observances have included essay, poster, and poetry contests; mural painting; and computer quiz disks. The DAR also distributes a manual for citizenship to those wishing to become American citizens.

National Society of Sons of the American Revolution
Stewart B. McCarty, Chairman
U.S. Constitutional Bicentennial Committee
3222 Prince William Drive
Fairfax, Virginia 22031
703-591-2060

The National Society of Sons of the American Revolution is encouraging its members to take an active role in the national commemoration of the Bicentennial of the Constitution at the grass roots level. The focus of the SAR's efforts for several years to come is "Celebrate Your Heritage," and SAR members are being urged to work with their communities and use national resources to contribute to public awareness of the Bicentennial. The National Society is documenting SAR Bicentennial activities throughout the country.

New Images Productions, Inc.
Avon Kirkland, Project Director
919 Euclid Avenue
Berkeley, California 94708
415-526-7852

New Images Productions, Inc., a nonprofit media production organization, received funding from the National Endowment for the Humanities for script

development of a four-hour television miniseries of docu-dramas based on Simple Justice, Richard Kluger's history of the landmark U.S. Supreme Court decision in Brown v. Board of Education Topeka, 1954. The series will focus on three of the five cases which comprised Brown -- their origin, how they worked their way up to the Supreme Court, and the process within the Court by which the cases were decided. It is intended that the series will be broadcast nationally on PBS.

New York Public Library
Richard B. Bernstein
U.S. Constitution Exhibition
Fifth Avenue and 42nd Street
New York, New York 10018
212-930-0679

The New York Public Library is planning a major exhibition on the origins of the Constitution. Partially funded by the National Endowment for the Humanities, the exhibit is tentatively entitled "Are We To Be a Nation?: The Making of the Federal Constitution." It will trace the history of constitution-making and efforts to form an American nation from the Albany Plan of Union of 1754 through Virginia's ratification of the Bill of Rights. Principal sources for the Library's exhibition will be its own extensive collections, supplemented by major loans from other national institutions. The Library is also exploring the possibility of developing a traveling version of the exhibit.

The Library is also developing a series of public programs associated with the exhibition that will explore the enduring issues of American constitutionalism, to take place at the Central Research Library. Associated public programs will take place at several of the branch libraries, which will also receive poster versions of the exhibiton and related materials.

Project '87
Sheilah Mann, Project Director
1527 New Hampshire Avenue, N.W.
Washington, DC 20036
202-483-2512

Project '87 is a joint undertaking of the American Historical Association and the American Political Science Association. It was created to enhance understanding and discussion of the Constitution on the occasion of its Bicentennial. Core support for Project '87 comes from the William and Flora Hewlett Foundation. Additional grants for specific programs have been provided by the National Endowment for the Humanities, the Andrew W. Mellon Foundation, the Lilly Endowment, Inc., of Indianapolis, Indiana, the Rockefeller Foundation, the Ford Foundation, the Exxon Education Foundation, and the AT&T Foundation.

Project '87 has four basic functions:

* to serve as a source of substantive nonpartisan historical narrative and analysis;

* to create and manage programs to support its purpose;

* to create and promulgate materials for use in the Bicentennial programs of others, including corporations, associations and schools;

* to provide a clearinghouse for information concerning programs being developed and implemented around the country.

The implementation of Project '87 has been divided into three distinct but interrelated stages. Stage I, devoted to research and scholarly exchanges on the Constitution, has been underway for the past several years. The Project has awarded a number of research grants and fellowships and supported major scholarly conferences. Activities in connection with Stage II--teaching the Constitution in schools and colleges--began in 1980, and Stage III, the development of programs for the public designed to heighten awareness of the Constitution and to provoke informed discussion on constitutional themes, is now underway. A sampling of current Project '87 activities include:

1) Publication of this Constitution: A Bicentennial Chronicle. As stated in the first issue of this quarterly magazine, it is designed "to forge a link between scholars of the Constitution and the people who will be planning programs for the public and for the schools in observance of this historical occasion." First published in 1983, each issue contains essays by scholars and public figures on constitutional issues, annotated original documents, and a gazette recording information about bicentennial grants, activities, events, publications, and media programs. The Fall 1984 issue (Number 4) contains a state-by-state listing of scholars interested in participating in local Bicentennial events. Subsequent issues have included supplements to this list. Other issues have included bibliographies, a chronology of bicentennial events, samples from Lessons on the Constitution (see below), and many other materials and information useful to program planners. Subscriptions to this Constitution are available at no charge to institutions planning bicentennial programs. Costs to other organizations or individuals are minimal.

2) A major resource for high school teachers and students, Lessons on the Constitution: Supplements to High School Courses in American History, Government and Civics, was published in 1985. This collection features sixty lessons designed to fit into existing curricula and to complement standard high school textbooks. Lesson plans for teachers accompany each of the lessons, which are organized into chapters on the origins and principles of the Constitution, the principles of constitutional government, specific constitutional issues, and landmark Supreme Court cases. The collection also includes an introductory chapter, a list of amendments to the Constitution proposed by Congress but not adopted, and selected essays from The Federalist. The lessons were written for Project '87 by curriculum specialists John J. Patrick and Richard C. Remy, and can be ordered from the Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302.

3) The Blessings of Liberty, a poster series for the public, will be available in 1986. The twelve posters will highlight the Constitutional Convention and the history of ratification of the document. They will be accompanied by a users' guide that will include materials for teachers. The exhibit will be distributed to libraries, schools, small museums, and other community institutions.

4) Two television-assisted instructional series are being developed in collaboration with organizations experienced in this field. With Project '87, the Agency for Instructional Technology is creating in-school television programming on the Constitution for seventh, eighth, and ninth graders. Project '87 is also collaborating with the International University Consortium and the Maryland Center for Public Broadcasting to produce a television-assisted college course.

5) An educational program now being planned will award "James Madison Fellowships" for secondary school teachers to participate in a summer institute devoted to the study of constitutional scholarship. Each teacher will then be responsible for organizing local programs in his/her community.

6) A series of monographs based on Project '87 conferences; a series of bicentennial essays, also published as monographs, by the American Historical Association for Project '87; and a series of twelve essays by the scholars who directed seminars on the Constitution for college faculty in 1983-85.

8) A series of video cassettes and discussion guides based upon forums on constitutional issues to be offered in 1987 and 1989, a joint venture with the League of Women Voters.

Public Research, Syndicated
Jack Barlow, Editor
4650 Arrow Highway, Suite D7
Montclair, California 91763
714-621-5831

In January of 1984, Public Research, Syndicated began distributing a series of 800-1,000 word articles by historic figures, contemporary individuals, and prominent scholars of the Constitution to over 2,000 newspapers nationwide. They are offered free of charge to small community newspapers. Ultimately, a total of 215 articles will be syndicated, and the best will be collected in The New Federalist, which will be available in paperback. Examples of the articles distributed are: Gordon S. Wood, "18th Century American Constitutionalism"; James Madison, "Memorial and Remonstrance" (1786); Henry Steel Commager, "The Constitutional Convention"; Leonard W. Levy, "Why Do We Have A Bill of Rights?"; Frederick Douglass, "Fourth of July Oration"; Warren E. Burger, "The Blessings of Liberty: A Constitution Day Memorial"; Catherine Zuckert, "The Inevitable Growth of 'Big' Government"; and Franklin Delano Roosevelt, "Commencement Address at Oglethorpe University, May 22, 1932."

Smithsonian Institution
Alvin Rosenfeld, Director
Office of Public Affairs
Smithsonian Institution
Washington, DC 20560
202-357-2627

The Smithsonian Institution has planned a number of projects related to the bicentennial of the Constitution.

"After the Revolution: Every Day Life in Eighteenth Century America," is an exhibit on display at the National Museum of American History that provides a historical context for the Constitution.

The museum's Division of Armed Forces History will describe the Japanese-American experience in the United States and contrast that community's civil rights ordeal with their patriotic contributions during World War II. The constitutionality of the Japanese-American internment program and how this experience helped to change the attitudes of many Americans toward ethnic minorities will be discussed.

The National Portrait Gallery has planned several exhibitions. The first includes portraits of outstanding jurists, along with examination of some of the great constitutional issues of U.S. history through their careers. A second exhibition will examine the roots of eighteenth century American portraiture and provide insight into life in the United States during that period.

A major international symposium, "Our Constitutional Roots," is planned by the Smithsonian Office of Symposia and Seminars and the American Bar Assocation in collaboration with several U.S. and foreign universities.

The Woodrow Wilson International Center for Scholars hopes to launch a symposium or seminar on the transformation of U.S. law beginning with the Constitution.

The Smithsonian's Resident Associate Program plans to participate with lectures, classes and other live events.

The Office of Elementary and Secondary Education hopes to produce a school teacher's guide on the Constitution.

Supreme Court of the United States
Gail Galloway
Curator
Washington, DC 20543
202-479-3298

In addition to several large historical research projects, the Supreme Court plans to prepare two exhibits to commemorate the Bicentennial of the Constitution. One will focus on the Court's role in interpreting the

Constitution and some of its major cases. The second will highlight the drafting of the document. These two exhibits may be made available for travel to other courthouses and institutions.

The Judicial Conference of the United States, under the Chief Justice's leadership, plans to adapt the five "Equal Justice Under the Law" films that were produced to commemorate the 1976 bicentennial so they will relate to the Bicentennial of the Constitution.

United States Constitutional Bicentennial
Donald F. X. Finn
P.O. Box 1623
Natchez, Mississippi 39120
800-647-6752

The United States Constitution Bicentennial is a privately funded agency involved in a number of projects related to the Bicentennial of the U.S. Constitution. Project staff are willing to answer phone inquiries, and serve as a clearinghouse for information on Bicentennial programs and plans nationally.

The agency is (1) tracking the formation and activities of state bicentennial commissions and expected publication dates of major scholarly works; (2) developing a master calendar of bicentennial events planned by all known agencies and groups; (3) maintaining a current bibliography on the Constitution and the Bill of Rights; (4) attempting to locate all known descendents of signers of the Constitution; and (5) pursuing scholarly research, including work with Independence National Historical Park historians on the Daybook on the Constitution.

United States House of Representatives
Raymond W. Smock
Historian
Office for the Bicentennial
138 Cannon House Office Building
Washington, D.C. 20515
202-225-1153

In 1982 the House of Representatives established an Office for the Bicentennial to coordinate planning for the bicentennial of the establishment of the House of Representatives, which will take place in 1989. Its activities include close cooperation with the Commission on the Bicentennial of the Constitution and the Senate Historical Office, and a number of specific projects, including: (1) planning historical exhibits for the House, and a touring exhibit on the history of the House of Representatives; (2) preparation of a 200th-anniversary edition of the

Biographical Directory of the American Congress; (3) prepare an illustrated history, audio-visual materials, and a select bibliography on the history of the House; (4) conduct a nationwide survey of libraries and archives for the purpose of compiling a guide to important manuscript collections of former members of the House; (5) publish a quarterly newsletter, History of the House; (6) develop audio-visual materials; and (7) conduct symposia on the 200-year history of the House.

United States Information Agency
Office of the International Coordinator
for the Bicentennial of the U.S.
Constitution (BICN)
Washington, DC 20547
202-485-6797

The USIA is developing a comprehensive program for scholars, educators and students for the Constitution's bicentennial. The agency intends to give major attention in its overseas information and cultural programs to America's 200 years of experience with democratic constitutional government, including its birth and development, its dynamics and underlying concepts. Activities of the agency will emphasize the relevance of the U.S. Constitution and constitutional system in the world today.

USIA's 214 overseas posts in 129 countries have begun to organize bicentennial-related speaking programs and conferences participated in by American experts in constitutional law, history, government and the social sciences. Special book projects and exhibits are planned for USIA libraries, reading rooms, and bi-national centers. Documentary reporting and news coverage of bicentennial events by foreign media will be facilitated by the agency. Study of the U.S. constitutional system will be a major component in USIA's English-language teaching and academic study programs. Overseas posts will distribute specially-prepared pamphlets and posters in local languages. Constitution bicentennial activities will also be given priority in USIA-administered educational and cultural exchange programs.

The Voice of America, USIA's international radio facility which reaches 120 million listeners in forty-two languages each week, has begun reporting on bicentennial news events and will carry special feature programs about the origins and development of the U.S. Constitution. The Agency's Television and Film Service will acquire relevant videotape programs and films produced by American media and distribute them to foreign audiences. WORLDNET, the interactive television network linking Washingotn via satellite to U.S. Embassies and USIA posts on six continents, will emphasize bicentennial themes in its programming.

United States Senate Historical Office
Richard A. Baker
Senate Historian
United States Senate
Washington, D.C. 20510
202-224-6900

The U.S. Senate's Office of Secretary of the Senate has undertaken a number of projects related to the bicentennial. Several major publications have been or will soon be completed, including a guide to Senate records at the National Archives, a Senate historical almanac, and a guide to the papers of former Senators. The office also plans to produce traveling exhibits and exhibits to be housed in the Capitol and Senate office buildings depicting the legislative, political, and institutional history of the Senate. Several ceremonial events are being planned.

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Introduction

This section of the guide includes listings by state of three items:

* The address and phone number of the state humanities council.

* The address and phone number of the state's commission on the bicentennial of the Constitution, or agency assigned coordination of the state's bicentennial commemoration, if one has been designated.

* A list of scholars (including their academic field and area of expertise, where available) who have recently indicated an interest in participating in public programming on the bicentennial. This list is by no means exhaustive. In addition to contacting the state's humanities council for additional suggestions or additional contact information, there are several references that can be consulted. They include:

    1. A "Network of Scholars" originally appeared in the Fall, 1984, No. 4 edition of this Constitution, published by Project '87. Supplementary listings have appeared in subsequent issues of the publication. See the Project '87 listing in the National Programs and Resources section of this guide for ordering information.

    2. A list of humanities scholars included in The Constitution and the Community: A Resource for Planning Humanities-Based Programs on the U.S. Constitution, published by the National Federation of State Humanities Councils in March of 1984.

    3. Inquiries can also be addressed to the Dean of the appropriate academic department at local institutions of higher education.

Alabama

Walter Cox, Executive Director
Alabama Humanities Foundation
Box A-40
Birmingham-Southern College
Birmingham, Alabama 35254
205-324-1314

Alabama Humanities Foundation
has been officially designated to oversee Alabama's observance of the Constitution bicentennial

Alaska

Gary Holthaus, Executive Director
Alaska Humanities Forum
943 West 6th Avenue, Suite 120
Anchorage, Alaska 99501
907-272-5341

John E. Havelock
School of Justice
University of Alaska

James Waldemar Muller
Political Science
University of Alaska

Claus M. Naske
History
University of Alaska

Arizona

Lorraine Frank, Executive Director
Arizona Humanities Council
918 N. Second Street
Phoenix, Arizona 85004
602-257-0335

The Honorable William A. Holohan
Chief Justice
The Supreme Court of Arizona
Commission on the Bicentennial of the U.S. Constitution
State Capitol Building
Room 201, SW Wing
Phoenix, Arizona 85007
602-255-4534

Allan Buchanan
(Rights and Choices)
Ethics and Medicine
University of Arizona

Willis Buckingham
(Religious Freedom in the 19th Century)
American Literature
Arizona State University

Ekdal Buys
(Education: Right and Responsibility Under the Constitution)
Philosophy of Education
Central Arizona College

Paul Carter
(Educational Issues and the Constitution)
American History

Vine Deloria
(Guarantees of the Constitution: the Native American)
Political Science
University of Arizona

Edgar Dryden
(Hawthorne and the American Way)
19th Century American Literature
University of Arizona

Marvin Fisher
(Melville and Freedom)
American Studies
Arizona State University

Beka Hoff
(The Constitution and the Powers to Tax)
Taxation and Tax Law
University of Arizona

Ruth Jones
(The Constitution and Participatory Government)
Political Science
Arizona State University

David Kay
(The Constitution and Interpretation)
Constitutional Law
Arizona State University

James Kearney
(The Presidency and the Constitution: the Roosevelt Years)
American History
Arizona State University

Larry MacFarlane
(Free Enterprise and the Constitution)
American Economic History

John McElroy
(The Federalist Papers and the Constitution)
19th Century American Literature
University of Arizona

Jeffrie Murphy
(The Individual and the Common Good: the Bases of the Constitution)
Philosophy of Law
Arizona State University

Mark Pastin
(The Constitution and the System of Law: An Ethical Approach)
Ethics
Arizona State University

George Paulsen
(The Making of the Constitution)
History
Arizona State University

Charles Polzer
(Minority Rights: Real and Imagined)
Ethnohistory
Arizona State Museum

Ross Rice
(The Changing Scene: the Political Understanding of the Constitution)
Political Science
Northern Arizona University

Mary Rothschild
(Implementing Constitutional Guarantees: Women's Rights)
American History
Arizona State University

Thelma Shinn
(Freedom in American Women Writers)
20th Century American Literature
Arizona State University

Holly Smith
(The Requisites of Freedom)
Philosophy
University of Arizona

Delno West
(The U.S. Constitution: a World Landmark Document)
New World History
Northern Arizona University

Arkansas

Jane Browning, Executive Director
Arkansas Endowment for the Humanities
Remmell Building, Suite 102
1010 W. Third Street
Little Rock, Arkansas 72202
501-372-2672

California

James Quay, Executive Director
California Council for the Humanities
312 Sutter, Suite 601
San Francisco, California 94108
415-391-1474

California Bicentennial Commission on the U.S. Constitution and the Bill of Rights
c/o Debra Beck
Governor's Office
State of California
Sacramento, California 95814
916-445-4541

R.M. Abrams
(Civil Liberties; Constitution and Business System Development)
History
University of California--Berkeley

Dennis Mahoney
Political Theory and Constitutional Law
Claremont University Center and Graduate School

Arthur G. Svenson
(Nature and Scope of Judicial Power; War Powers Resolution of 1973)
Political Science
University of Redlands

Colorado

James Pierce, Executive Director
Colorado Endowment for the Humanities
1836 Blake Street, Suite 100
Denver, Colorado 80202
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APPENDIXES

Appendix A: Chronology of Bicentennial Dates from the End of the American Revolution to the Ratification of the Bill of Rights 75

(Reprinted from this Constitution: A Bicentennial Chronicle, Winter, 1985, published by Project '87 of the American Historical Association and the American Political Science Association.)

Appendix B: An Introductory Bibliography to American Constitutional History 79

by Kermit L. Hall

(Reprinted from this Constitution: A Bicentennial Chronicle, Winter, 1985, published by Project '87 of the American Historical Association and the American Political Science Association.)

Appendix C: Publicity: A Guide for Public Humanities Programs 83

by Phoebe Hansen, Minnesota Humanities Commission

(Federation publication number 2-80)

Reprinted from this Constitution: A Bicentennial Chronicle, Winter, 1985, published by Project '87 of the American Historical Association and the American Political Science Association.

Chronology of Bicentennial Dates from the End of the American Revolution to the Ratification of the Bill of Rights

After the Continental Congress voted in favor of independence from Great Britain on July 2, 1776, and adopted the Declaration of Independence on July 4, it took up the proposal of Richard Henry Lee for a "plan of confederation." On July 12, 1776, a congressional committee presented "Articles of Confederation and Perpetual Union," which the Congress debated for more than a year. The body adopted the Articles of Confederation on November 15, 1777, and submitted them to the thirteen states for ratification, which had to be unanimous. By March 1, 1781, all the states had given their assent. The Articles of Confederation gave limited powers to the federal government; important decisions required a super-majority of nine states. Congress could declare war and compact peace, but could not levy taxes, or regulate trade between the states or between any state and a foreign country. All amendments had to be adopted without dissenting votes. In 1786, James Madison described the Articles as "nothing more than a treaty of amity and of alliance between independent and sovereign states." As attempts to amend the Articles proved fruitless, and interstate disputes over commercial matters multiplied, the weaknesses of the Articles of Confederation as a fundamental charter became apparent. The march toward a new form of government began.

September 3, 1783: Articles of Peace ending hostilities between Great Britain and the United States are signed by Britain in Paris.
November 25, 1783: British troops evacuate New York City.
December 23, 1783: George Washington resigns his commission as commander-in-chief of American forces and takes leave "of all the employments of public life."
March 25-28, 1785: MOUNT VERNON CONFERENCE. George Washington hosts a meeting at Mount Vernon of four commissioners from Maryland and four from Virginia to discuss problems relating to the navigation of the Chesapeake Bay and the Potomac River. After negotiating agreements, the commissioners recommend to their respective legislatures that annual conferences be held on commercial matters and that Pennsylvania be invited to join Maryland and Virginia to discuss linking the Chesapeake and the Ohio River.
January 16, 1786: Virginia's legislature adopts a statute for religious freedom, originally drafted by Thomas Jefferson and introduced by James Madison. The measure protects Virginia's citizens against compulsion to attend or support any church and against discrimination based upon religious belief. The law serves as a model for the First Amendment to the United States Constitution.
January 21, 1786: Virginia's legislature invites all the states to a September meeting in Annapolis to discuss commercial problems.

Principal Sources: Richard B. Morris, ed. *Encyclopedia of American History* (New York: Harper & Row, 1976); Samuel Eliot Morison, *The Oxford History of the American People* (New York: Oxford University Press, 1965).

Chronology

BENJAMIN FRANKLIN

August 7, 1786: The Congress of the Confederation considers a motion offered by Charles Pinckney of South Carolina to amend the Articles of Confederation in order to give Congress more control over foreign affairs and interstate commerce. Because amendments to the Articles require the unanimous consent of the states, an unlikely eventuality, Congress declines to recommend the changes.

September 11-14, 1786: ANNAPOLIS CONVENTION. New York, New Jersey, Delaware, Pennsylvania and Virginia send a total of twelve delegates to the conference which had been proposed by Virginia in January to discuss commercial matters. (New Hampshire, Massachusetts, Rhode Island and North Carolina send delegates but they fail to arrive in time.) The small attendance makes discussion of commercial matters fruitless. On September 14, the convention adopts a resolution drafted by Alexander Hamilton asking all the states to send representatives to a new convention to be held in Philadelphia in May of 1787. This meeting will not be limited to commercial matters but will address all issues necessary "to render the constitution of the Federal Government adequate to the exigencies of the Union."

February 4, 1787: THE END OF SHAYS' REBELLION. General Benjamin Lincoln, leading a contingent of 4,400 soldiers enlisted by the Massachusetts governor, routs the forces of Daniel Shays. A destitute farmer, Shays had organized a rebellion against the Massachusetts government, which had failed to take action to assist the state's depressed farm population. The uprisings, which had begun in the summer of 1786, are completely crushed by the end of February. The Massachusetts legislature, however, enacts some statutes to assist debt-ridden farmers. The disorder fuels concern about the need for an effective central government.

February 21, 1787: The Congress of the Confederation cautiously endorses the plan adopted at the Annapolis Convention for a new meeting of delegates from the states "for the sole and express purpose of revising the Articles of Confederation and reporting to Congress and the several legislatures such alterations and provisions therein."

May 25, 1787: OPENING OF THE CONSTITUTIONAL CONVENTION. On May 25, a quorum of delegates from seven states arrives in Philadelphia in response to the call from the Annapolis Convention, and the meeting convenes. Ultimately, representatives from all the states but Rhode Island attend. Of the 55 participants, over half are lawyers, and 29 have attended college. The distinguished public figures include George Washington, James Madison, Benjamin Franklin, George Mason, Gouverneur Morris, James Wilson, Roger Sherman and Elbridge Gerry.

May 29, 1787: VIRGINIA PLAN PROPOSED. On the fifth day of the meeting, Edmund Randolph, a delegate from Virginia, offers 15 resolutions making up the "Virginia Plan" of Union. Rather than amending the Articles of Confederation, the proposal describes a completely new organization of government, including a bicameral legislature which represents the states proportionately, with the lower house elected by the people and the upper house chosen by the lower body from nominees proposed by the state legislatures; an executive chosen by the legislature; a judiciary branch; and a council composed of the executive and members of the judiciary branch with a veto over legislative enactments.

June 15, 1787: NEW JERSEY PLAN PROPOSED. Displeased by Randolph's plan which placed the smaller states in a disadvantaged position, William Patterson proposes instead only to modify the Articles of Confederation. The New Jersey plan gives Congress power to tax and to regulate foreign and interstate commerce and establishes a plural executive (without veto power) and a supreme court.

June 19, 1787: After debating all the proposals, the Convention decides not merely to amend the Articles of Confederation but to devise a new national government. The question of equal versus proportional representation by states in the legislature now becomes the focus of the debate.

June 21, 1787: The Convention adopts a two-year term for representatives.

June 26, 1787: The Convention adopts a six-year term for Senators.

July 12, 1787: THE CONNECTICUT COMPROMISE(I). Based upon a proposal made by Roger Sherman of Connecticut, the Constitutional Convention agrees that representation in the lower house should be proportional to a state's population (the total of free residents ("excluding Indians not taxed") and three-fifths of "all other persons," i.e., slaves).

July 13, 1787: NORTHWEST ORDINANCE. While the Constitutional Convention meets in Philadelphia, the Congress of the Confederation crafts another governing instrument for the territory north of the Ohio River. The Northwest Ordinance, written largely by Nathan Dane of Massachusetts, provides for interim governance of the territory by

PATRICK HENRY

congressional appointees (a governor, secretary and three judges), the creation of a bicameral legislature when there are 5,000 free males in the territory, and, ultimately, the establishment of three to five states on an equal footing with the states already in existence. Freedom of worship, right to trial by jury, and public education are guaranteed, and slavery prohibited.

July 16, 1787: THE CONNECTICUT COMPROMISE (II). The Convention agrees that each state should be represented equally in the upper chamber.

August 6, 1787: The five-man committee appointed to draft a constitution based upon 23 "fundamental resolutions" drawn up by the convention between July 19 and July 26 submits its document which contains 23 articles.

August 6-September 10, 1787: THE GREAT DEBATE. The Convention debates the draft constitution.

August 16, 1787: The Convention grants to Congress the right to regulate foreign trade and interstate commerce.

August 25, 1787: The Convention agrees to prohibit Congress from banning the foreign slave trade for twenty years.

August 29, 1787: The Convention agrees to the fugitive slave clause.

September 6, 1787: The Convention adopts a four-year term for the president.

September 8, 1787: A five-man committee, comprising William Samuel Johnson (chair), Alexander Hamilton, James Madison, Rufus King and Gouverneur Morris, is appointed to prepare the final draft.

September 12, 1787: The committee submits the draft, written primarily by Gouverneur Morris, to the Convention.

September 13-15, 1787: The Convention examines the draft clause by clause and makes a few changes.

September 17, 1787: All twelve state delegations vote approval of the document. Thirty-nine of the forty-two delegates present sign the engrossed copy, and a letter of transmittal to Congress is drafted. The Convention formally adjourns.

September 20, 1787: Congress receives the proposed Constitution.

September 26-27, 1787: Some representatives seek to have Congress censure the Convention for failing to abide by Congress' instruction only to revise the Articles of Confederation.

September 28, 1787: Congress resolves to submit the Constitution to special state ratifying conventions. Article VII of the document stipulates that it will become effective when ratified by nine states.

October 27, 1787: The first *Federalist* paper appears in New York City newspapers, one of 85 to argue in favor of the adoption of the new frame of government. Written by Alexander Hamilton, James Madison and John Jay, the essays attempt to counter the arguments of Antifederalists, who fear a strong centralized national government.

December 7, 1787: Delaware ratifies the Constitution, the first state to do so, by unanimous vote.

December 12, 1787: Pennsylvania ratifies the Constitution in the face of considerable opposition. The vote in convention is 46 to 23.

December 18, 1787: New Jersey ratifies unanimously.

January 2, 1788: Georgia ratifies unanimously.

January 9, 1788: Connecticut ratifies by a vote of 128 to 40.

February 6, 1788: The Massachusetts convention ratifies by a close vote of 187 to 168, after vigorous debate. Many Antifederalists, including Sam Adams, change sides after Federalists propose nine amendments, including one which would reserve to the states all powers not "expressly delegated" to the national government by the Constitution.

March 24, 1788: Rhode Island, which had refused to send delegates to the Constitutional Convention, declines to call a state convention and holds a popular referendum instead. Federalists do not participate, and the voters reject the Constitution, 2708 to 237.

April 28, 1788: Maryland ratifies by a vote of 63 to 11.

May 23, 1788: South Carolina ratifies by a vote of 149 to 73.

June 21, 1788: New Hampshire becomes the ninth state to ratify, by a vote of 57 to 47. The convention proposes twelve amendments.

June 25, 1788: Despite strong opposition led by Patrick Henry, Virginia ratifies the Constitution by 89 to 79. James Madison leads the fight in favor. The convention recommends a bill of rights, composed of twenty articles, in addition to twenty further changes.

July 2, 1788: The President of Congress, Cyrus Griffin of Virginia, announces that the Constitution has been ratified by the requisite nine states. A committee is appointed to prepare for the change in government.

July 26, 1788: New York ratifies by vote of 30 to 27 after Alexander Hamilton delays action, hoping that news of ratification from New Hampshire and

Virginia would influence Antifederalist sentiment.
August 2, 1788: North Carolina declines to ratify until the addition to the Constitution of a bill of rights.
September 13, 1788: Congress selects New York as the site of the new government and chooses dates for the appointment of and balloting by presidential electors, and for the meeting of the first Congress under the Constitution.
September 30, 1788: Pennsylvania chooses its two senators, Robert Morris and William Maclay, the first state to do so. Elections of senators and representatives continue through August 31, 1790, when Rhode Island concludes its elections.
October 10, 1788: The Congress of the Confederation transacts its last official business.
January 7, 1789: Presidential electors are chosen by ten of the states that have ratified the Constitution (all but New York).
February 4, 1789: Presidential electors vote; George Washington is chosen as president, and John Adams as vice-president.
March 4, 1789: The first Congress convenes in New York, with eight senators and thirteen representatives in attendance, and the remainder en route.
April 1, 1789: The House of Representatives, with 30 of its 59 members present, elects Frederick A. Muhlenberg of Pennsylvania to be its speaker.
April 6, 1789: The Senate, with 9 of 22 senators in attendance, chooses John Langdon of New Hampshire as temporary presiding officer.
April 30, 1789: George Washington is inaugurated as the nation's first president under the Constitution. The oath of office is administered by Robert R. Livingston, chancellor of the State of New York, on the balcony of Federal Hall, at the corner of Wall and Broad Streets in New York City.
July 27, 1789: Congress establishes the Department of Foreign Affairs (later changed to Department of State).
August 7, 1789: Congress establishes the War Department.
September 2, 1789: Congress establishes the Treasury Department.
September 22, 1789: Congress creates the office of Postmaster General.
September 24, 1789: Congress passes the Federal Judiciary Act, which provides for a chief justice and five associate justices of the Supreme Court and which establishes three circuit courts and thirteen district courts. It also creates the office of the Attorney General.
September 25, 1789: Congress submits to the states twelve amendments to the Constitution, in response to the five state ratifying conventions that had emphasized the need for immediate changes.
November 20, 1789: New Jersey ratifies ten of the twelve amendments, the Bill of Rights, the first state to do so.
November 21, 1789: As a result of congressional action to amend the Constitution, North Carolina ratifies the original document, by a vote of 194 to 77.
December 19, 1789: Maryland ratifies the Bill of Rights.
December 22, 1789: North Carolina ratifies the Bill of Rights.
January 25, 1790: New Hampshire ratifies the Bill of Rights.
January 28, 1790: Delaware ratifies the Bill of Rights.
February 24, 1790: New York ratifies the Bill of Rights.
March 10, 1790: Pennsylvania ratifies the Bill of Rights.
May 29, 1790: Rhode Island ratifies the Constitution, by a vote of 34 to 32.
June 7, 1790: Rhode Island ratifies the Bill of Rights.
July 16, 1790: George Washington signs legislation selecting the District of Columbia as the permanent national capital, to be occupied in 1800. Philadelphia will house the government in the intervening decade.
December 6, 1790: All three branches of government assemble in Philadelphia.
January 10, 1791: Vermont ratifies the Constitution.
March 4, 1791: Vermont is admitted to the Union as the fourteenth state.
November 3, 1791: Vermont ratifies the Bill of Rights.
December 15, 1791: Virginia ratifies the Bill of Rights, making it part of the United States Constitution.

Three of the original thirteen states did not ratify the Bill of Rights until the 150th anniversary of its submission to the states. Massachusetts ratified on March 2, 1939; Georgia on March 18, 1939; and Connecticut on April 19, 1939.

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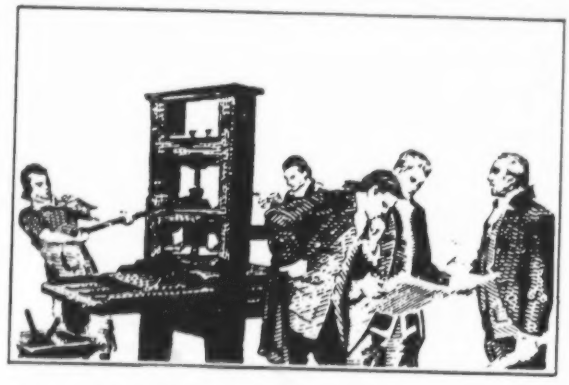
An Introductory Bibliography to American Constitutional History

by KERMIT L. HALL

Since its creation, the American Constitution has stimulated a steady stream of literature about both its history and operation. This bibliography is an introduction to that vast literature. It is selective in the truest sense of the word. The numbers of books devoted to the Constitution run into the thousands; writings in history and political science journals and law reviews are even more extensive. This brief bibliography should nonetheless have value for teachers of American history and civics and the general reading public curious about our constitutional history. A fuller listing of the historical literature on the Constitution, especially that available in article form, can be found in Kermit L. Hall, comp., ***A Comprehensive Bibliography of American Constitutional and Legal History,*** 5 vols. (Millwood, N.Y., Kraus Thomson International, 1984).



Creation of the Constitution and the Founding

Bailyn, Bernard. ***The Ideological Origins of the American Revolution*** (Cambridge: Belknap Press of Harvard University Press, 1967).

A penetrating analysis of the ideas that shaped both the revolutionary era's politics and the development of a distinctive form of American constitutionalism. Bailyn identifies English republican writers as the chief source of American constitutional thought.

Becker, Carl L. ***The Declaration of Independence: A Study in the History of Political Ideas*** (New York: Alfred A. Knopf, 1956 [1st ed., 1922].)

An indispensable introduction to the text of the Declaration of Independence. Becker believed that the ideas of John Locke shaped not only the Declaration but the American Constitution, a position hotly disputed in Garry Wills, ***Inventing America: Jefferson's Declaration of Independence*** (Garden City, New York: Doubleday & Company, 1978). Wills contends that Locke counted for little and that the ideas of the Scottish Moral Enlightenment better explain the Declaration.

Bowen, Catherine Drinker. ***Miracle at Philadelphia: The Story of the Constitutional Convention, May to September 1787*** (Boston: Little, Brown & Co., 1966).

A highly readable and reliable account of the day-to-day events in the Constitutional Convention.

Brant, Irving. ***The Bill of Rights; Its Origin and Meaning*** (New York: New American Library, 1967 (paperback); Indianapolis: Bobbs-Merrill, 1965 (hardback)).

A history of the Bill of Rights from its beginnings to the recent past. Brant, who was also the biographer of James Madison, offers valuable insights into the intellectual background of the founding era. On the politics of the Bill of Rights, a fascinating subject in its own right, see: Robert A. Rutland, ***The Birth of the Bill of Rights, 1776-1791*** (Chapel Hill: University of North Carolina Press, 1955).

Corwin, Edward D. ***The "Higher Law" Background of American Constitutional Law*** (Ithaca, N.Y.: Cornell University Press, 1955).

An eloquent introduction to the idea of the Constitution as "Higher Law." From the time of its first publication in the *Harvard Law Review* in 1929 this exploration of the remote sources of the American Constitution has been one of the most universally admired and heavily used essays in the history of constitutional law and political thought.

Levy, Leonard W. ed. ***Essays on the Making of the Constitution*** (New York: Oxford University Press, 1969).

A fascinating collection of some of the best writing on the political and social forces, as well as the philosophical notions, that shaped the Constitution. The essays range from Charles Beard's famous "economic" interpretation of the Convention to Stanley M. Elkins and Eric McKitrick's provocative analysis of the relationship of the framers' youth to their continental vision.

McDonald, Forrest. ***We the People: The Economic Origins of the Constitution*** (Chicago: University of Chicago Press, Midway Reprint Series, 1976 [1st ed. 1958]).

The most convincing attack on the Beard thesis. McDonald shows that the framers operated under a complex set of motives and that the factions in the Constitutional Convention were a good deal more fluid than Beard had believed.

Morris, Richard B. ***Seven Who Shaped Our Destiny*** (New York: Harper & Row, Publishers, 1973).

A lively account of the most important figures in the revolutionary era and the creation of the Constitution. Biographical in nature, but filled with insights about the development of American attitudes toward liberty and authority.

Rakove, Jack N. ***The Beginnings of National Politics: An Interpretive History of the Continental Congress*** (New York: Alfred A. Knopf, 1979).

A clearly written and forcefully argued account of why the Articles of Confederation eventually gave way to the Constitution. Certainly the best account of political activity leading to the calling of the Constitutional Convention.

Wood, Gordon S. ***The Creation of the American Republic, 1776-1787*** (New York: W. W. Norton, 1972 [1st ed., 1969]).

One of the most important books ever written about the Constitution. Wood stresses the inherent conservatism of the Federalists in writing the Constitution, and he also shows that they made a distinctive contribution to western political thought through republican ideology.

The Nineteenth Century

Beth, Loren P. ***The American Constitution, 1877-1917*** (New York: Harper & Row, 1971).

A volume in the New American Nation Series, this book provides the single best synthesis of constitutional developments during these years. Beth, a political scientist, does particularly well at relating institutional developments to broad changes in constitutional policy-making by the Supreme Court.

Fehrenbacher, Don E. ***The Dred Scott Case; Its Significance in American Law and Politics*** (New York: Oxford University Press, 1978).

A brilliant examination of one of this nation's most famous constitutional law cases. This Pulitzer Prize-winning study probes the issues of slavery, the coming of the Civil War, and the meaning of judicial power in our constitutional order.

Hyman, Harold, and William Wiecek. ***Equal Justice Under Law: Constitutional Development 1835-1875*** (New York: Harper & Row, 1982).

A scholarly study filled with insights based on the most recent historical writing. The authors analyze extensively the 13th, 14th, and 15th amendments, and they argue provocatively that the significance of each must be understood in relationship to the others.

Levy, Leonard W. ***Legacy of Suppression: Freedom of Speech and Press in Early American History*** (Cambridge: Belknap Press of Harvard University Press, 1960).

A critical assessment of the early struggles over freedom of speech and press, particularly the attitudes which fueled the famous Alien and Sedition Acts. Levy gives low marks to the Jeffersonians as well as the Federalists on matters of civil liberties.

Newmyer, R. Kent. ***The Supreme Court under Marshall and Taney*** (New York: Crowell, 1968).

A readable synthesis of the work of the Marshall and Taney Courts which stresses their fundamental nationalism. It is also a good introduction to the basic workings of the Supreme Court.

Stites, Francis N. ***John Marshall: Defender of the Constitution*** (Boston: Little, Brown and Company, 1981).

A brief, highly readable account of the nation's greatest Supreme Court justice. It also provides an excellent sense of the interaction of law and politics in the early Republic.

The Twentieth Century

Carter, Dan T. ***Scottsboro: A Tragedy of the American South*** (Baton Rouge: Louisiana State University Press, 1979 [1st ed., 1969]).

A fascinating analysis of the famous Scottsboro, Alabama rape case and the problem of Southern racism during the 1930s. The book is especially important in relating the constitutional commitment to fair trial and the right to counsel in the context of super-heated social tensions.

Cortner, Richard C. ***The Supreme Court and the Second Bill of Rights*** (Madison, Wisconsin: The University of Wisconsin Press, 1981).

A systematic description of the nationalization of the Bill of Rights through decisions of the Supreme Court. Cortner explains how the Supreme Court interpreted the "due process" clause of the 14th amendment to mean that the Bill of Rights, originally a limitation only on the federal government, also protected individuals against state government action.

Kluger, Richard. ***Simple Justice: The History of Brown v. Board of Education and Black America's Struggle for Equality*** (New York: Vintage, 1977).

A fascinating account of the battle against segregated schools. Kluger starts with Reconstruction

and ends with the civil rights turbulence of the 1960s. Particularly good in explaining the litigation strategy pursued by the NAACP's Legal Defense Fund in *Brown* and other civil rights cases.

Kutler, Stanley I. ***The American Inquisition: Justice and Injustice in the Cold War*** (New York: Hill and Wang, 1982).

A provocative yet balanced analysis of the interaction of anticommunism and constitutional values during the Cold War. Kutler draws expertly on case studies to drive home the personal and institutional consequences of political persecution.

Lewis, Anthony. ***Gideon's Trumpet*** (New York: Random House, 1964).

A highly readable account of the Supreme Court's 1962 landmark decision in *Gideon* v. *Wainwright*. The Court extended the right to counsel to the poor, and Lewis shows forcefully how human actors in the constitutional process contributed to the development of this important right.

Murphy, Paul L. ***The Constitution in Crisis Times, 1918-1969*** (New York: Harper & Row, 1972).

An historical overview of constitutional developments with emphasis given to their social and cultural roots. Murphy gives heavy, but not exclusive, attention to the emergence of civil liberties and civil rights.

General

Berger, Raoul. ***Government by Judiciary: The Transformation of the Fourteenth Amendment*** (Cambridge: Harvard University Press, 1977).

A trenchant attack on the Supreme Court's development of the 14th amendment. Berger throws darts at all of the twentieth-century liberal proponents of an activist judiciary. He hits the target often enough to make the book important, although flawed.

Bickel, Alexander M. ***The Least Dangerous Branch: The Supreme Court at the Bar of Politics*** (Indianapolis: Bobbs-Merrill Co. Inc., 1962).

A brief, forceful meditation on the relationship of the Supreme Court to the two other branches. Bickel carefully defines the limited role of judicial review in the American system while simultaneously arguing that the principled nature of American constitutionalism depends upon judicial power.

Burns, James MacGregor. ***The Deadlock of Democracy: Four Party Politics in America*** (Englewood Cliffs, N. J.: Prentice-Hall, 1963).

A penetrating discussion of the divisions within American political parties between their executive and legislative wings. Burns, one of the nation's foremost political scientists, brings a sharp analytical sense to the practical operation of parties in the American constitutional system.

Kelly, Alfred H., Winifred A. Harbison, and Herman Belz. ***The American Constitution: Its Origins and Development,*** 6th ed. (New York: W. W. Norton & Co., 1983 [1st ed., 1948]).

The 6th edition is newly revised and rewritten. It provides a sweeping and detailed examination of the development of American constitutionalism from its English origins to the present. It also contains an excellent annotated bibliography.

McCloskey, Robert G. ***The American Supreme Court*** (Chicago: University of Chicago Press, 1960).

A lucid account of the development of the Supreme Court and its power of judicial review. Although the book covers only the period through the 1950s, it remains perhaps the single best introduction to the history of the Court.

McLaughlin, Andrew C. ***The Foundations of American Constitutionalism*** (New York: New York University Press, 1932).

A brief, lively analysis of the historical origins of the principle of constitutionalism. McLaughlin emphasizes the role of New Englanders in transforming seventeenth- and eighteenth-century ideas into workable frames of government.

Schlesinger, Arthur M., Jr. ***The Imperial Presidency*** (Boston: Houghton Mifflin, 1973).

A shrewd analysis of the growth of presidential power written from the perspective of Richard Nixon and the Watergate disaster. Schelsinger deftly blends the development of constitutional law with political drama and international relations.

White, G. Edward. ***The American Judicial Tradition: Profiles of Leading American Judges*** (New York: Oxford University Press, 1976).

White skillfully puts biography into the service of constitutional and legal history through an examination of the lives of the nation's most prominent judges. Its panoramic coverage provides a sense of change within unity in the American judicial tradition.

Suggested additional bibliographical sources:

Earlean M. McCarrick, ed. *U. S. Constitution: A Guide to Information Sources*. Gale Research Company, 1980.

Stephen M. Millett, ed. *A Selected Bibliography of American Constitutional History*. ABC/Clio Press, 1975.

Kermit L. Hall is professor of history and law at the University of Florida. He has held grants from the National Science Foundation and the National Endowment for the Humanities, and he is the author of *The Rule of Law in American History* (forthcoming from Oxford University Press). He is currently engaged in a study of the impact of popular election on state judicial decision-making.

PUBLICITY

A GUIDE FOR PUBLIC HUMANITIES PROJECTS

Phoebe J. Hansen

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WHY THIS GUIDE?

Name plates and mikes are in place on your table on stage. The speakers and moderator are there. Chairs for a hundred participants are set up. You open the door . . . and ten people show.

Why? The weather? Poor location? Competing events? Or is it just possible that only ten people came because only ten who were interested in your project had heard about the program.

This Guide is prepared to help State Humanities Council grant recipients who have had limited experience in publicity avoid all those empty chairs.

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STEP 1. KNOW YOUR PROJECT

Publicity that succeeds depends first of all on knowing what you have to offer. And one of the best ways to make sure you do know is to distill your project's subject and purpose into a single pithy paragraph.

Your grant application project description is a good place to start. Study it carefully; make a brief list of the highlights; then distill them into two or three meaty sentences. Add place, time, and sponsors.

Post this guide over your desk. It's what you want to tell people about, what you want them to remember and act on. Engrave it in your mind as you start your promotion campaign and hold it there throughout.

When you depart from it, you may well be diluting your pulling power.

STEP 2. KNOW YOUR AUDIENCE

Forget that loose term General Public. It means everybody and describes nobody.

Instead, think hard about your public . . . the people you know who will be interested in your project. Make a list of their principal interests, how much they know about your subject, and why you think they would want to know more.

Where do they live? What do they do with their free time? What radio and TV do they like? Where and at what do they work? Do they have misunderstandings of your subject? Where can you find them: football games, schools, churches, concerts, summer festivals, shopping malls? Do they belong to clubs, unions, professional societies, social or service groups?

With answers to questions like these, you'll know exactly what the people you want to reach need to know about your project and where to reach them. And the answers will get you ready to start on Step 3.

STEP 3. CHECK YOUR CHANNELS AND TOOLS FOR PUBLICITY

You can use lots of time and money on your campaign and maybe still find those 90 chairs vacant if your publicity plans lack focus, or you can keep on target and run your campaign effectively and at reasonable cost. Once you have mastered Step 2, you're ready for 3, deciding on the best ways to reach the audience you've selected, and what publicity tools you're going to use.

Your first move is to select "carriers" for your messages. Newspapers, radio-TV, fliers, specialized publications, or something else. Comparative cost is one factor; but more important is your decision on which of the media your audience is most likely to pay attention

to, and which media will be interested in your project. You wouldn't send a news release on the political attitudes of the aging to a top-forty radio station, but it might be parlayed into a fine panel show for an educational TV station.

You may decide to concentrate on one kind of medium; more likely you won't want to put all your eggs into one basket. You have many options. You probably won't use them all. Here are some things you ought to know about the generally available ones:

Newspapers . . . Above all, newspapers want *news* . . . dependable facts about current events that will interest as many people as possible. Note the words *facts, current,* and *interest.* The first means accurate and highly specific statements about actual events. You tell the editor *what* the project is about, *who* the speakers are, *where* it will be given, exactly *when* and *why* if the reason is significant or interesting.

You do not tell him it will be inspiring, educational, or earth-shaking. The facts must speak for themselves. You don't sell them by argument or using your "influence." They must be current . . . not last year or next, but what's happening now. They must clearly have interest for at least an identifiable segment of the particular newspaper's audience.

Every newspaper has its own special interest areas . . . political, geographic, social, economic. Make sure that your release goes to a paper that uses your kind of material. And note, there are different types of papers:

Dailies . . . The bigger the paper the bigger its audience; the bigger must be the event it reports. Big-city dailies rarely report small club meetings. Competition is heavy for limited news space. Daily papers' deadlines come along every 24 hours. They are often departmentalized. Some sections may welcome your offerings, others could not care less. Note that many big paper "Events" columns list happenings by name, location and date. Don't underestimate their pulling power, even though the listings are brief.

Weeklies . . . Most weeklies cover relatively small areas, often with homogeneous or special-interest readership. This means that they use stories of local interest and go into greater detail than the big-city dailies. They are deeply interested in lots of names . . . country weeklies, are known for their "Personnals" and "What's Doing" columns.

Other Publications . . . Don't forget that for just about every organization there is a special publication . . . church, professional, business, educational, cultural, and on and on. According to the character of your project select the newsletters, house organs, or monthly bulletins that reach the particular audience you want. You will find many such publications more than eager to get news they can't collect for themselves. Many have special columns or departments just for your type of material.

Radio and Television . . .

Broadcasting news time is counted in minutes and seconds, rather than columns. This means that it uses news stories that have wide, general appeal and little material which has a relatively limited interest. Nevertheless, it is often possible to find a radio station (less commonly a TV outlet) to which your kind of project or subject matter will appeal. Study available stations carefully. And, as in dealing with newspapers, try to make personal contact with the news or program managers before submitting material. In addition to the news approach to events, all radio stations carry public service announcements. These are 10-to-30-second spot announcements. Be sure to call radio stations before sending releases. Stations differ on deadlines and format requirements.

On-mike or on-screen interviews often interest broadcasters, especially when such interviews can count as public service time for the station. But be sure your speakers will be good interview material and your subjects interesting before you offer them to the broadcast media. And you need to arrange them six weeks or more in advance, as a rule.

A TIP ON APPROACHING ALL KINDS OF MEDIA:

Personal contact with the city editor on newspapers or the news editor in broadcast stations may do two things: let you know if the paper or station is interested, and tell you whether you should put your material in a publishable or airable form, or in a fact sheet. Many editors prefer fact sheets.

Direct Mail . . . This is one of American's most widely used advertising channels . . . but one of the most misused. Here are some of the things you should think of:

1. The mailing list. You have to be sure, if you don't want to waste a lot of time and money, that your list is up-to-date and accurate. Usually you can get such lists from organizations, institutions, or clubs at little or no cost. You can buy lists from commercial firms, but the price may scare you. You can develop a small list yourself, at considerable effort. The minimum requirement for a list: correct names, addresses, zip codes, and an assurance of recent updating.
2. The message. It may be an announcement or invitation only, or it may include registration or ticket order forms or other information. You may want to include a return addressed envelope. In any case, your text should be attractively expressed, brief and to the point.
3. Style and illustration. The prose style should reflect the character of the event it describes . . . slang (but not informality) would be out of place in a description of a symposium on historical preservation. Illustrations help make a mailing piece attractive and, if wisely selected, help tell the story.
4. Manner. Do you plan to use a "personal" letter, with individual salutation? If you do, will the name look like the rest of the letter? Will you sign it by hand, or use a printed signature? The more of these niceties you choose, the greater your cost in dollars and hours. They are hardly practical for mailings of more than a few hundred. If your list is more than 500, you better settle for bulk mailings. Check early with the Post Office for regulations, sorting, bagging and fee requirements.

Fliers . . . These are usually printed announcements no larger than regular business letter paper, 8½ x 11 inches. They can be circulated by mail, by hand door to door, posted on bulletin boards, handed out to groups, enclosed in other mailings and in programs for other events. Avoid letting them look cheap . . . use a 20-pound paper, good typography, and illustration if it adds to or explains your message. And avoid trying to say too much . . . hold the copy to essentials.

Finally: be sure your distribution system is the best, which often is the least expensive, you can arrange. Fliers can sometimes be enclosed in regular mailings of clubs, retail stores, utility companies or other organizations you can interest in promoting your program.

School children can be hired at low cost for door to door delivery if your coverage area is small.

Posters . . . Good posters, well-designed and professionally produced, may be the quickest way you can reach people. But they have to speak their piece fast, for their readers are on the move. Keep them attractive, eyecatching, and straight to the point. And pay attention to where you put them. You need heavy pedestrian traffic to make a poster worthwhile. And a poster that competes with other posters, is poorly lit, or at the wrong level for easy visibility gets lost. In many places you must get permission to put up your poster.

Displays . . . A poor display is worse than no display. A good one, in a bank, a store window, a theater or public lobby, can be golden. But the display must be well-designed; it can be costly because it usually demands professional talent. It generally stands alone, so it's readily visible. But space is often booked months in advance, so plan ahead.

The Telephone . . . You can use this handy instrument to advantage or you can lose friends with it. If you decide to stage a phone campaign, make it a limited one. Select your audience carefully and make it as personal as possible. The people you call should know the caller, or something about the caller, or, at the very least, have a known interest in the project. The wide use of the phone (now even by computers) for advertising has annoyed thousands of Americans. So be careful.

Speakers . . . If you have plenty of lead time to arrange a schedule, good speakers and a subject that will interest a lot of people, you will be welcomed by dozens of groups looking for speakers for their regular meetings.

Service clubs such as Lions or Zonta, business groups, women's clubs, church organizations, PTA's, and scores of others are good possibilities. Be *sure* your speakers are good before you send them out. And warn them not to talk too long: 20 minutes is often adequate and 40 often too much. And remember, clubs schedule speakers well ahead of time.

STEP 4. PREPARE YOUR PUBLICITY SCHEDULE

Get your publicity schedule down in black and white so there is no misunderstanding about what and when things are to be done and who are to do them. Whether the work is handled by one person or a full committee, everyone should know what and when.

Everything must be channeled through one responsible person. Thus you avoid duplication, confusion, misunderstanding and, above all, irritation of the media people whose cooperation is so vital to you.

Before committing your final schedule to paper, be sure all speakers, locations, facilities, and dates have been confirmed. Also check for conflicting events or holidays that could influence either attendance or the availability of newspaper and broadcasting coverage. You may not be able to do anything about some conflicts, but, if you know about them, you can make plans accordingly.

In order to make definite assignments, you need to know the deadlines of the media you hope to use. Phone the newspaper city editor or the radio-TV news director to get this information. Remember that no two are alike and that some arrangements, for material in a Sunday paper or a special department, for instance, must be made at least a week in advance. Broadcasters need even longer advance notice, six weeks to several months in some cases.

Your Publicity Schedule Should Include:

1. Statement of the subject, purpose, dates and locations of your project. (See Step 1)
2. A publicity time schedule that lists all publicity you plan in order of occurrence. Be sure to include arrangements for coverage of the event itself as well as pre-event publicity.
3. Specific, detailed listing of *every* publicity assignment. This should include names of persons responsible, clear statements of assignments, and deadlines for completion. If an assignment involves working with a specific media representative, graphics designer, supplier, or somebody else, names and identifications should be shown.
4. List of names, addresses, and phone numbers of all the members of the publicity committee.

In making assignments, don't leave anything to chance. Be sure to specify all details of each job. For instance: if bulk mailing is planned, plan not only your mailing lists, addressing, and sorting but also purchase of the mailing permit, design of the mailing piece and preparation of the copy. Even when the entire job is done by one person, all details must be included and each must be timed so that every part of the job will fit into the entire schedule in its proper order.

Timing is vital to good publicity. If news is released too soon, people tend to forget: if too late, they don't have time to plan. Complex programs with many workshops, seminars, imported speakers, and lasting for a day or more provide more material for a sustained publicity campaign than a one-night stand with a local speaker. If reservations have to be made, you may want to make initial announcement a month or so in advance, as you would for a program directed to people who must arrange absence from work to attend.

Timing should also involve scheduling procedures that reinforce each other, such as following a mailing by a newspaper story or vice versa.

Copies of your publicity schedule should go to:

Project director*
Project manager*
All project committee chairmen
All publicity committee members*
Others designated by the project manager

*A publicity budget breakdown should be included for these individuals.

STEP 5. GO INTO ACTION

Think News . . . Look at every news story through the eyes of the media. Is it news, is it timely, will it interest enough people to justify the air or newspaper spaces it will take?

Think Audience Write everything with the needs and interest of your audience in mind. People want to know "what's in it for me?" Your project is important to you, but why should it interest someone else?

Watch Your Graphics . . . Poorly designed or poorly-executed letters, fliers, posters or displays project poor images of your project. Make everything look professional, stimulating, and self assured. People like to associate with success.

Watch Your Language . . . Slang and sloppy English have no place in news releases. Spell and punctuate correctly; stick to verbs and nouns; be frugal with adjectives and adverbs, and never, never editorialize in your news releases.

Be Inventive . . . Inventiveness can make the difference between a run-of-the-mill publicity program and smashing success. It is up to you to recognize the news-making possibilities of your program. Are your speakers news makers? Are they experts in fields important in the news? What is unique about your program, or its participants or procedures? Is there a human interest angle, the speaker a mother of 15 children, or an antique car collector, for instance? Even a human interest story unrelated to your program subject can draw favorable attention if the program is mentioned. Watch for picture possibilities. Pictures get noticed and sometimes they say more than a thousand words.

BE SURE TO GIVE CREDIT

To the State Humanities Council in all news releases. For proper wording, see sample news releases in appendix.

Be Prepared

Have at your fingertips:

- Detailed biographies
- Pictures (head shots preferred)
- Information about interviews and personal appearances
- Information about how to reach speakers, lodging, telephone, arrival and departure
- Maps or directions if needed
- Resource materials—books on the subject or by the speaker, magazine articles, newspaper clips
- Information about electric power, available rooms for interviews, news conferences

Remember To:

- Be enthusiastic . . . it's catching
- Be accurate . . . check your facts, don't ever guess
- Be on time . . . meet your deadlines, be on time for appointments
- Be flexible . . . expect the best, prepare for the worst
- Be alert . . . watch for new angles and opportunities for additional publicity
- Be specific . . . no vague generalities or padding in news releases
- Be brief . . . don't embellish
- Be honest . . . exaggerations and half-truths are losers.

A Word About Photos

1. Use only glossy-finish (hard) photos with good contrast and sharp images.
2. Identify every photo. If a head shot, with name (including first, middle name or initial, and last name) and title; if other, with a caption of not more than 30 or 40 words.
3. Always include your name and phone number as source of photo release.
4. Attach typewritten identification to the back of photos with rubber cement or Scotch tape. Other glue or paste may ripple your picture.
5. Never write on the back of photos or use paper clips or staples. These may make marks that show up in the printing.
6. Be sure to send the correct size. Large papers can reduce or enlarge photos; many smaller papers require exact sizes to fit their formats. Determine requirements by calling the paper.
7. Be sure the photo you submit is not copyrighted or that you have permission from the copyright holder to use it.

A Few Don'ts

- Do not ask a journalist to mail you copies of your story. If you don't care enough to buy the paper, why should he bother.
- Don't complain about the way the media handles your publicity unless they contain factual errors that require correction (wrong date or location, for instance). And be sure you know who made the mistake when you ask for the correction; it may have been your copy error.
- Don't ask the newspaper to return photographs except in unusual cases; i.e. when time is too short to produce duplicates, or a reproduction of a photo, such as a large color print, is too costly.
- Do not refer to your publicity as "ads," "Spots," "interviews" or "appearances" will do for radio and TV, and "stories," "news releases," or "fact sheets" for newspapers.
- Don't promise what you can't deliver on time. If you say you'll provide pictures, backround material or an interview subject, and then don't produce, your next request may get a cold reception.

STEP 6. CLOSE THE BOOKS

Why evaluate?

1. To assess your accomplishments against your plan.
2. To learn from your appraisal process what procedures and ideas work best.
3. To know what not to do the next time around.

Evaluations should include:

1. All publicity materials: news story clips, fliers, letters, radio and TV publicity; all procedures used.
2. Your publicity plan.
3. Your assessment of the publicity accomplishments and the reasons for successes and failures.
4. Recommendations for the future.
5. Credits to helpers.
6. Costs compared to budgeted figures.

Be sure to obtain the views of your co-workers in the assessment process. Evaluate right away. Resist the temptation to put it off because the event is over. It is much easier when the event is fresh in your mind, and you'll do a better job. Be objective and complete, and don't exaggerate.

Saying Thank You

Thank-you notes are good public relations and good-will builders. These, as well as the evaluations, should be completed as soon as the project is finished.

Write, don't phone. A letter shows you cared enough to make the extra effort; it gives the recipient concrete evidence that help was appreciated, and it provides a record for your files.

When you write, be specific: not, for instance, "thank you so much for your help," but,"nearly everyone I talked with at the symposium mentioned your TV interview with Martin Robins and I'm sure it made a significant difference in our attendance." No one is fooled by a form letter.

Send thank-you notes to:

1. Media representatives with whom you worked.
2. All volunteers who helped you.
3. Anyone who contributed in some special way, such as the school janitor who knocked himself out to locate an extension cord you desperately needed. If you don't know his name, send a note praising his services to the school principal.

SAMPLE NEWS RELEASES AND FLIERS

Note: A fictional project is used for the following examples of news releases, radio spots and fliers.

FACT SHEET

TO: MINNEAPOLIS TRIBUNE
Glen Saber
City Desk

FROM: Minneapolis Athletic Association for Youth
Martha Spawn, publicity
315-0020

SYMPOSIUM ON VALUE OF COMPETITIVE TEAM SPORTS FOR 5-15-YEAR-OLD BOYS AND GIRLS

What: One-day public symposium entitled: "The Win Syndrome, Team Competition, Does It Hurt or Help Our Youth?" National and local speakers keynoted by Martin Robins, author of "Bob Getz, Sandlot to Stardom." Ten other speakers including a child psychologist, lawyer, pediatrician, athletic director and Little Legion president.

Who: Sponsored by the Minneapolis Athletic Association for Youth through a grant from the Minnesota Humanities Commission with the aid of the National Endowment for the Humanities.

Why: To examine the various sides of the controversy about the effects of team competition on boys and girls 5 to 15 years old, and clarify misunderstandings and misinformation regarding this subject.

When and Where: 9 a.m. to 4 p.m., September 25, Herritt Hotel, Minneapolis

How: Open to the public. Reservations required. Fee: $3.00 Call or write Minnesota Athletic Association for Youth, 216-315-0020, at 400 6th Street South, Minneapolis 55402.

NEWS RELEASE

TO: MINNEAPOLIS TRIBUNE
John Bower
Sports Editor

FROM: Minneapolis Athletic
Association for Youth
Martha Spawn, publicity
315-0020

SYMPOSIUM ON THE VALUE OF COMPETITIVE TEAM SPORTS FOR 5-15-YEAR-OLD BOYS AND GIRLS

Martin Robins, author of "Bob Gets, Sandlot to Stardom," will keynote a day-long symposium on the conflicting views of the value of team sports for boys and girls under 15. He will be the first of eleven speakers and panelists on a program at the Merritt Hotel in Minneapolis on September 25.

Robins will discuss the development of team sports in the last 20 years. Other speakers will talk about the moral, psychological, medical, financial, legal, and organizational aspects of competitive sports as well as the alternatives.

The symposium, from 9 a.m. to 4 p.m., is open to the public. Sponsors are the Minneapolis Athletic Association for Youth with the aid of the Minnesota Humanities Commission and the National Endowment for the Humanities. Reservations at $3.00 are required and may be obtained at the Athletic Association office through September 21.

In addition to Robins, Brad Morgan, president of MAAY, has announced the following speakers:

Dr. Bryan Medford, pediatrician, "Physical Development and Competitive Athletics."

Dr. John Drexler, psychologist and vice-president of Media Research, Inc., "TV and the Press, Sports Hero Images and the Kids."

State Senator Nathen Blass, lawyer, "A Lawyer Looks at Sports Competition and the Law."

Father John Flynn, athletic director, "Coaching and Moral Values."

Theodore Conlin, executive director, National Institute of Corporate Sports Sponsors, "Realistic Approach to Competitive Team Sports for Kids."

more

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Minneapolis Athletic Association for Youth, continued

Panelists:

Arthur Broker, president of Little Legion, "The Purpose and Goals of Little Legion."

Mrs. Rupert Brown, parent of five competitive team members, "Parenting Competitive Kids."

Jerry Newell, Park Recreation Director, "Alternatives to Team Competition."

Dr. Conrad Norton, Principal, Kellog Elementary School, "The Competitive Team Member as a Student."

Dr. James Phillips, philosopher and author of 10 children's books on sports will chair the panel.

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NEWS RELEASE

TO: MINNEAPOLIS SUNDAY TRIBUNE
Mary Warner
Family Section Editor

FROM: Minneapolis Athletic
Association for Youth
Martha Spawn, publicity
315-0020

SYMPOSIUM ON VALUE OF COMPETITIVE TEAM SPORTS FOR 5-15-YEAR-OLD BOYS AND GIRLS

Conflicting views on values of competitive team sports for 5 to 15-year-old boys and girls will meet head-on in a one-day public symposium on September 25, at the Merritt Hotel in Minneapolis.

The project, funded by a $10,000 grant from the Minnesota Humanities Commission and the National Endowment for the Humanities, is sponsored by the Minnesota Athletic Association for Youth (MAAY). Brad Morgan, MAAY president, says the purpose of this symposium is to clarify the misunderstanding, misinformation, and controversy surrounding the effects of competitive team play on boys and girls under 15.

The symposium, titled "The Win Syndrome, Does Team Competition Help or Harm or Youth?," runs from 9 a.m. to 4 p.m. It will include both local and national speakers and panelists. They will discuss the physical, psychological, moral, social, financial and historical aspects of team competition. There will also be opportunities for audience questions.

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30 SECOND PUBLIC SERVICE ANNOUNCEMENT
GOOD: September 10-24

TO: STATION KDBB

FROM: Minneapolis Athletic
Association for Youth
Martha Spawn, publicity
315-0020

How do you feel about team sports for kids? Are they harmful or helpful? You can hear both sides of this question on September 25. Speakers will talk about the psychological, physical, moral and financial aspects of team sports for kids from 5 to 15. It's a one-day symposium sponsored by the Minneapolis Athletic Association for Youth with the aid of the Minnesota Humanities Commission at the Merritt Hotel in Minneapolis. For reservations, call the Athletic Association office at 315-0020.

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10 SECOND PUBLIC SERVICE SPOT

Is team competition harmful or helpful to kids? Decide for yourself at a one-day symposium, on September 25, sponsored by the Minneapolis Athletic Association for Youth and Minnesota Humanities Commission. Call 315-0020 for reservations.

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You are invited to a

DAY OF DECISION

THE WIN SYNDROME
HELPFUL OR HARMFUL?

COMPETITIVE TEAM SPORTS
FOR 5-15 YEAR OLDS

Saturday, September 25, 9:am-4:pm

OPEN TO EVERYONE

Sponsored by:
THE MINNEAPOLIS ATHLETIC
ASSOCIATION FOR YOUTH
In cooperation with
THE MINNESOTA HUMANITIES
COMMISSION

THE NATIONAL ENDOWMENT
FOR THE HUMANITIES

REGISTRATION REQUIRED $3 OPTIONAL LUNCH $5

REGISTER NOW DEADLINE, SEPTEMBER 21

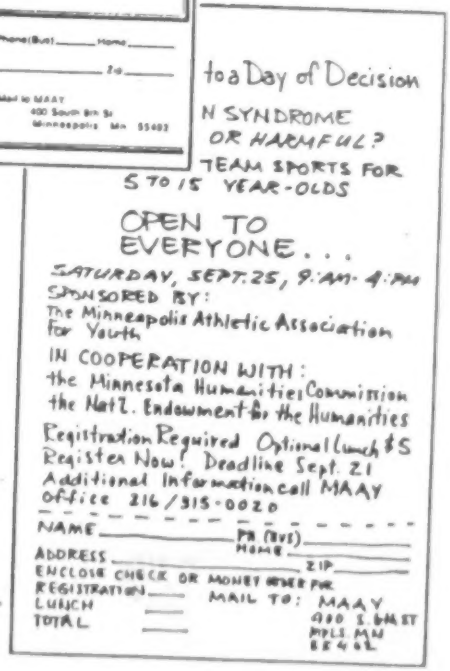
FOR ADDITIONAL INFORMATION CALL MAAY OFFICE
218-315-0020

Name _____ Phone(Bus) _____ Home _____

Address _____ Zip _____

Enclose check or money order for:
Registration _____ Mail to MAAY
Lunch _____ 400 South 6th St
Total _____ Minneapolis Mn 55403

Speak well for your project with professional-looking, low cost flyers made with press-on type.



to a Day of Decision

N SYNDROME
OR HARMFUL?

TEAM SPORTS FOR
5 TO 15 YEAR-OLDS

OPEN TO
EVERYONE . . .

SATURDAY, SEPT. 25, 9:AM - 4:PM

SPONSORED BY:
The Minneapolis Athletic Association
For Youth

IN COOPERATION WITH:
the Minnesota Humanities Commission
the Natl. Endowment for the Humanities

Registration Required Optional Lunch $5
Register Now! Deadline Sept. 21
Additional Information call MAAY
office 216/315-0020

NAME _____ PH (BUS) _____
HOME _____

ADDRESS _____ ZIP _____

ENCLOSE CHECK OR MONEY ORDER FOR
REGISTRATION ____ MAIL TO: MAAY
LUNCH ____ 400 S 6th ST
TOTAL ____ MPLS MN
55402

Avoid the amateur look of crowded, "hand-made" flyers.

Partial List of Publicity Possibilities of "The Win Syndrome"

Unless otherwise indicated, these suggestions are for both press and air.

1. Original grant announcement.
2. Announce keynote speakers.
3. Announce remaining speakers.
4. Editorial.
5. Letters to the editor, pro and con.
6. Partial list of possibilities for radio and TV interviews or press stories.
   a. Life-style of Mrs. Rupert Brown with five kids in competitive team sports.
   b. Dr. Drexler on "Sports Hero Image and the Kids."
   c. Theodore Conlin, authority on sports in Ancient Greece, comparing them with modern sports.
   d. Little Legion president and Jerry Newell, historian, in pro and con presentation.
   e. Book page story on Dr. James Phillips, author of children's sports stories and panel moderator.*
   f. Interview with keynote speaker on influences of historical background on sports attitudes.
   g. Family page in paper. Father Flynn on moral obligations of athletic coach.*
7. Sports columnist evaluation of symposium.
8. Tape speakers for later broadcast.
9. Public service spots on radio.
10. Display in downtown bank or theater lobby; fliers should be available here.
11. Fliers sent to park administrators, Little Legion parents and sponsors, school administrators, coaches of children's teams, students in park administration and phy-ed, playground supervisors, PTA presidents, recreation and park athletic association presidents, social service agencies, boys' and girls' clubs, community school administrators, school gym teachers.
12. Posters.
13. Speakers for PTA, athletic association, and park directors meetings.
14. Announcements to churches to use in Sunday programs.
15. News releases to neighborhood newspapers and news letters.
16. Cover any conventions or conferences with fliers if the participants are your audience possibilities; get conventions list from Chamber of Commerce.
17. Social columns for hostess, committee chairmen, etc.

*Picture possibility.

Resources

How to write news and work with media . . .

Charnley, REPORTING, Holt, Rinehart & Winston.
MacDougall, INTERPRETATIVE REPORTING, Macmillan.

Where to find the media you need . . .

NEWSPAPERS

Contact your State Newspaper Association for their list of state newspapers.

Ayer Guide to Periodicals, available at public libraries.

RADIO AND TV

For local stations, look in the Yellow Pages of your phone book.
For state wide, Broadcasting Yearbook, at your public library.